

GROWING SUCCESS

ASSESSMENT, EVALUATION, AND REPORTING IN ONTARIO SCHOOLS

First Edition, Covering Grades 1 to 12

2010



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Une publication équivalente est disponible en français sous le titre suivant : *Faire croître le succès : Évaluation et communication du rendement des élèves fréquentant les écoles de l'Ontario. Première édition, 1^{re} – 12^e année. 2010.*

This publication is available on the Ministry of Education's website, at <http://www.edu.gov.on.ca>.

INTRODUCTION

This document supersedes the sections outlining assessment, evaluation, and reporting policy in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000* and in curriculum policy documents for Grades 1 to 8, Grades 9 and 10, and Grades 11 and 12 published before the release of this document, with the following exception: The achievement charts in all *current* curriculum policy documents remain in effect. This document also supersedes the following documents and memoranda:

- *Guide to the Provincial Report Card, Grades 1–8, 1998* (as updated on the ministry website on September 5, 2000)
- *Guide to the Provincial Report Card, Grades 9–12, 1999*
- Deputy Minister’s Memorandum dated September 5, 2000: “Changes in Reporting the Strands of Mathematics on the Elementary Report Card”
- Directors’ Memorandum, Curriculum and Assessment Policy Branch and French Language Education Policy and Program Branch, dated May 24, 2006: “Revision to Provincial Report Card, Grades 9–12: The Expansion of Eligible Courses Recognized as Compulsory for the OSSD”
- Acting Director’s Memorandum, Curriculum and Assessment Policy Branch, dated June 22, 2006: “Release of Revised Grades 1–8, Language, 2006, Curriculum Policy Document”

Beginning in September 2010, assessment, evaluation, and reporting in Ontario schools will be based on the policies and practices described in this document.

The present edition of this document includes all relevant and final information pertaining to *Grades 1 to 12*. A forthcoming edition, planned for release in 2011, will complete the document, including information pertaining to the curriculum for the new full-day Kindergarten program (planned for release in 2011).

The Ontario government is committed to enabling all students to reach their potential, and to succeed. Our challenge is that every student is unique and each must have opportunities to achieve success according to his or her own interests, abilities, and goals. We have defined high expectations and standards for graduation, while introducing a range of options that allow students to learn in ways that suit them best and enable them to earn their diplomas. We are proud that our students regularly place among the world’s best on international standardized tests.

The Ministry of Education's assessment, evaluation, and reporting policy has evolved significantly over the course of the last decade. Previously, aspects of the policy appeared in a number of documents and were not fully aligned across the elementary and secondary panels. In addition, stakeholders often expressed concerns about unevenness in the way the policies were being implemented among boards and schools. The present document updates, clarifies, coordinates, and consolidates the various aspects of the policy, with the aim of maintaining high standards, improving student learning, and benefiting students, parents,¹ and teachers in elementary and secondary schools across the province. The document is intended to ensure that policy is clear, consistent, and well aligned across panels and across school boards and schools, and that every student in the system benefits from the same high-quality process for assessing, evaluating, and reporting achievement.

This document, in its forthcoming final edition, will outline a comprehensive policy for the assessment, evaluation, and reporting of student achievement in Ontario schools, from Kindergarten to Grade 12. The policy is based on seven fundamental principles, the first of which tells us that assessment, evaluation, and reporting practices and procedures must be *fair, transparent, and equitable* for all students. At the same time, students and parents need to know that evaluations are based on evidence of student learning and that there is consistency in the way grades are assigned across schools and boards throughout the province. With this knowledge, students can have confidence in the information they use to make decisions about secondary pathways and postsecondary opportunities. The policy outlined in this document is designed to move us closer to fairness, transparency, and equity, as well as consistent practice.

Successful implementation of policy depends on the professional judgement of educators at all levels, as well as on educators' ability to work together and to build trust and confidence among parents and students. It depends on the continuing efforts of strong and energized professional learning communities to clarify and share their understanding of policy and to develop and share effective implementation practices. It depends on creative and judicious differentiation in instruction and assessment to meet the needs of all students, and on strong and committed leadership from school and system leaders, who coordinate, support, and guide the work of teachers.

Recognizing that the needs and circumstances of individual boards vary widely, the policy outlined in this document provides flexibility for boards to develop some locally focused guidelines and implementation strategies within the parameters for consistency set by the ministry. Education stakeholders throughout the province have voiced the need for greater consistency in assessment, evaluation, and reporting practices among the schools within a board, and initiatives to achieve improvement in that regard are strongly encouraged. Board guidelines should always be developed in collaboration with all the schools in the board, and in consultation with the school community.

1. Throughout this document, *parents* is used to refer to both parents and guardians.

Policies and procedures for assessment, evaluation, and reporting need to develop over time, as we learn more about how students learn. The policies outlined in this document reflect the current state of our evolving knowledge about the learning experience. New approaches to assessment provide both opportunities and challenges to all educators, for the benefit of all students.

The Organization of This Document

The first chapter of this document lays out the fundamental principles that form the foundation of all policy outlined in the remaining chapters. Chapter 2 focuses on learning skills and work habits. It comes immediately after the discussion of fundamental principles to reflect the importance of these skills and habits, in the view of all education stakeholders in Ontario, for the education and success of our students. Chapter 3 presents policies related to performance standards, as represented in the Achievement Chart and described in current Ontario curriculum policy documents.

Chapter 4 represents new understandings and policy related to the role that assessment can play in the improvement of student learning, and clarifies the differences between assessment *for* learning, assessment *as* learning, and assessment *of* learning (or evaluation).

Chapters 5 through 8 update, clarify, consolidate, and coordinate policies for evaluating and reporting student achievement. These chapters address key issues such as gathering evidence of student learning; dealing with late and missed assignments; and using the code “R” and percentage marks below 50 per cent, as well as the code “I”, in the evaluation and reporting of student achievement. They also present guidelines for school boards to develop some of their own policies pertaining to issues such as late and missed assignments and plagiarism, explain the use of the new fall Elementary Progress Report Cards, and discuss policies pertaining to students with special education needs and students who are learning English.

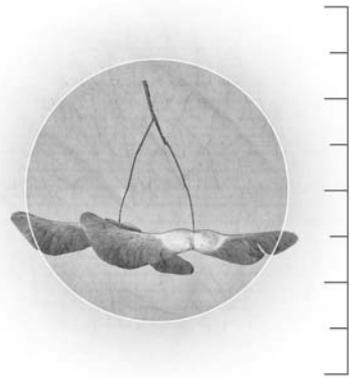
The remaining two chapters present policies related to assessing, evaluating, and reporting student achievement as they pertain to e-learning and credit recovery.

Each of the ten chapters in this document is organized in two parts. The first part outlines the policy, and the second part discusses the context for the policy or additional considerations related to the policy. It is anticipated that the context sections will provide educators with a deeper appreciation of the policies – of their intent, the theories of current educational experts that inform them, and the ways in which they will benefit student learning – and that they may serve to support professional learning.

Three appendices, a glossary, and a list of references are included at the end of the document. Appendix 2 contains templates for the elementary progress report cards and the elementary and secondary provincial report cards. Appendices 1 and 3 provide information about large-scale assessments administered in Ontario and about resources for particular program and policy areas, respectively.

Assessment, Evaluation, and Reporting in Particular Policy and Program Areas

The principles and policies outlined in this document apply to assessment, evaluation, and reporting practices in all programs, including Specialist High Skills Major programs, cooperative education, and dual credit programs, and in specific policy areas, such as prior learning assessment and recognition (PLAR) and the secondary school literacy graduation requirement. This document does not, however, provide information about procedures and practices specific to these areas that is already available in dedicated resources. See Appendix 3 for an inventory of such resources. (The list includes resources that boards require to administer the Adjudication Process for students who are eligible to meet their literacy graduation requirement through adjudication.)



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FUNDAMENTAL PRINCIPLES

FUNDAMENTAL PRINCIPLES

POLICY

The primary purpose of assessment and evaluation is to improve student learning.

The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

CONTEXT

These fundamental principles, which are based on the *Principles for Fair Student Assessment Practices for Education in Canada*, developed by the Joint Advisory Committee, Centre for Research in Applied Measurement and Evaluation, at the University of Alberta, are central to all assessment, evaluation, and reporting policies and practices. These include policies and practices applied in connection with the achievement of curriculum expectations and the demonstration of learning skills and work habits. The policies outlined in this document are designed to reflect and/or build on these fundamental principles.

For example, *transparency* is achieved when student learning is assessed and evaluated according to the clear standards outlined in the curriculum expectations (the content standards) provided in all curriculum documents for Grades 1 to 12, and according to the four categories of knowledge and skills and the four levels of achievement (the performance standards) outlined in the achievement chart that appears in every curriculum document.

Education directly influences students' life chances – and life outcomes. Today's global, knowledge-based economy makes the ongoing work in our schools critical to our students' success in life and to Ontario's economic future. As an agent of change and social cohesion, our education system supports and reflects the democratic values of fairness, equity, and respect for all. The schools we create today will shape the society that we and our children share tomorrow.

(Ontario Ministry of Education, 2009, p. 6)

In keeping with the principle of supporting all students, policy and the implementation of policy must respond to the needs of a variety of students. As the Ontario Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs has noted in its report *Education for All* (2005), "Treating all children exactly the same means that children who need accommodations or modifications to the program in order to succeed will be disadvantaged. Some students require more or different support than others in order to work at a level appropriate to their abilities and needs" (p. 5). For some students, therefore, assessment, evaluation, and reporting will be based on modified expectations. For a few other students, where the expectations in the Ontario curriculum do not form the basis of all or part of their program, assessment, evaluation, and reporting may be based on alternative expectations. In addition, accommodations must be provided for many students with special education needs, as well as for many English language learners who are beginning to acquire English as a new language. The ministry, school boards, and schools are also responsible for ensuring effective and appropriate instructional and assessment practices that meet the unique needs of First Nation, Métis, and Inuit students.

Fairness in assessment and evaluation is grounded in the belief that all students should be able to demonstrate their learning regardless of their socio-economic status, ethnicity, gender, geographic location, learning style, and/or need for special services.

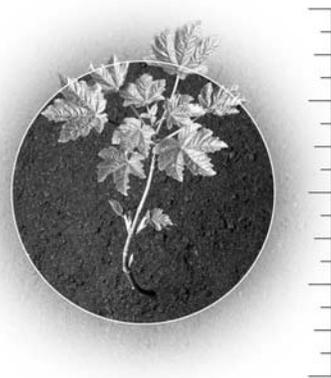
(Volante, p. 34)

Inclusive education is central to the achievement of high-quality education for all learners and the development of more inclusive societies. Inclusion is still thought of in some countries as an approach to serving children with disabilities within general educational settings. Internationally, however, it is increasingly seen more broadly as a reform that supports and welcomes diversity amongst all learners.

(UNESCO, p. 5)

We know that parents have an important role to play in supporting student learning. Studies show that students perform better in school if their parents or guardians are involved in their education. This is the basis for the principle that students and parents should be kept fully informed about the student's progress. It is essential that schools have procedures in place to ensure that parents are aware of the expectations for their child in the various grades. Principals play a key role in developing these procedures, which should be designed to create the conditions for student success by ensuring that parents have the information they need to interpret their child's report card and to work with teachers to improve their child's learning.

Teachers have a leading role to play in the implementation of the seven fundamental principles. On a daily and hourly basis, teachers make professional judgements that ensure effective implementation of these principles, making decisions with respect to individual students and groups of students that have profound implications for them. How students feel about themselves as learners and whether they enjoy learning and strive for excellence are closely related to their teachers' professional skills both in differentiating instruction and assessment and in helping students understand how they can improve. Teachers create environments in which all students feel valued and confident and have the courage to take risks and make mistakes. In their important professional role, teachers show students that they care about them, and model a love of learning that can deeply influence their lives. Teachers' professional judgements are at the heart of effective assessment, evaluation, and reporting of student achievement.



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LEARNING SKILLS AND WORK HABITS IN GRADES 1 TO 12

LEARNING SKILLS AND WORK HABITS IN GRADES 1 TO 12

POLICY

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits *separately* allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement.

An example of when it is *not* possible to separate the evaluation of the learning skills and work habits from the evaluation of a student's achievement of a curriculum expectation may be found in the health and physical education curriculum. That curriculum includes Living Skills expectations, which students are expected to achieve in the context of their learning in the Active Living, Movement Competence, and Healthy Living strands of the curriculum. The Living Skills expectations require students to demonstrate certain aspects of the learning skills and work habits outlined in the table on page 11, and a student's demonstration of those skills and habits is to be evaluated as part of the evaluation of the overall expectations in the three strands of the curriculum. A second example is found in the mathematics process expectations in the mathematics curriculum. One of those expectations requires students to develop and apply problem-solving strategies. While the achievement of this expectation requires the application of some aspects of the learning skills and work habits for "Organization" (see p. 11), student achievement of this expectation is evaluated as part of the learning in the mathematics curriculum. In fact, achievement of the curriculum expectations in many curriculum areas is closely tied to learning skills and work habits. Clearly identifying the focus of such curriculum expectations and the evidence that will be collected to assess and evaluate their achievement will assist teachers in making decisions about whether the demonstration of a learning skill or work habit should be part of the evaluation of a curriculum expectation.

It is expected that teachers will work with students to help them develop the learning skills and work habits identified in the following table. For each of the skills and habits, the table provides examples of associated behaviours, which are designed to guide teachers in the instruction, assessment, and evaluation of the learning skills and work habits. The sample behaviours are intended to assist *but not restrict* teachers in their efforts to help students become effective learners, and will look different at the various grade levels.

Learning Skills and Work Habits	Sample Behaviours
Responsibility	<p>The student:</p> <ul style="list-style-type: none"> fulfils responsibilities and commitments within the learning environment; completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for and manages own behaviour.
Organization	<p>The student:</p> <ul style="list-style-type: none"> devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	<p>The student:</p> <ul style="list-style-type: none"> independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.
Collaboration	<p>The student:</p> <ul style="list-style-type: none"> accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	<p>The student:</p> <ul style="list-style-type: none"> looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others.
Self-regulation	<p>The student:</p> <ul style="list-style-type: none"> sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges.

CONTEXT

The development of learning skills and work habits needed to succeed in school and in life begins early in a child's schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work.

In many subjects and disciplines in Grades 1 to 12, the development of the learning skills and work habits is further strengthened through the achievement of the curriculum expectations. As noted in the preceding policy description, the Living Skills expectations in the health and physical education curriculum serve as a good example. These expectations are designed to help students develop a positive sense of self, use coping and management skills, monitor their own progress, develop and maintain healthy relationships, and use critical and creative thinking processes as they set goals, make decisions, and solve problems. These skills clearly overlap with and reinforce the learning skills and work habits listed on the preceding page, and will help students succeed in school and throughout their lives.

Other jurisdictions may use different names for these skills; however, there is broad agreement, both nationally and internationally, that skills of this type, by whatever name, are critically important to student success.

The Ontario Ministry of Education has drawn on its own research, as well as on findings from Human Resources and Skills Development Canada (HRSDC) and the Conference Board of Canada, to develop the Ontario Skills Passport (OSP), which is available at <http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp>. The OSP identifies and describes the following important work habits: working safely, teamwork, reliability, organization, working independently, initiative, self-advocacy, customer service, and entrepreneurship.

The Conference Board of Canada's list of employability skills focuses on (1) personal management skills that facilitate growth (sample behaviours include modelling positive attitudes and actions, being responsible, being adaptable, learning continuously, and working safely) and (2) teamwork skills that enhance productivity (sample behaviours include working with others and participating in projects and tasks).

Similar lists have been developed in other countries and by international organizations. The Definition and Selection of Competencies (DeSeCo) Project, sponsored by the Organisation for Economic Co-operation and Development (OECD), has underlined the importance of identifying and developing key competencies as follows:

Globalisation and modernisation are creating an increasingly diverse and interconnected world. To make sense of and function well in this world, individuals need, for example, to master changing technologies and to make sense of large amounts of available

information. They also face collective challenges as societies – such as balancing economic growth with environmental sustainability, and prosperity with social equity. In these contexts, the competencies that individuals need to meet their goals have become more complex, requiring more than the mastery of certain narrowly defined skills.

(OECD, p. 4)

The OECD report outlines the following three categories of competency:

A. Using Tools Interactively

- The ability to use language, symbols, and text interactively
- The ability to use knowledge and information interactively
- The ability to use technology interactively

B. Interacting in Heterogeneous Groups

- The ability to relate well to others
- The ability to cooperate and work in teams
- The ability to manage and resolve conflicts

C. Acting Autonomously

- The ability to act within the bigger picture
- The ability to form and conduct life plans and personal projects
- The ability to defend and assert rights, interests, limits, and needs (OECD, pp. 10–16)

In the United States, researchers Arthur Costa and Bena Kallick have described sixteen “habits of mind” that contribute to success in school and in life: persisting; thinking and communicating with clarity and precision; managing impulsivity; gathering data through all senses; listening with understanding and empathy; creating, imagining, and innovating; thinking flexibly; responding with wonder and awe; thinking about thinking (metacognition); taking responsible risks; striving for accuracy; finding humour; questioning and posing problems; thinking interdependently; applying past knowledge to new situations; and remaining open to continuous learning (Costa & Kallick, <http://www.habits-of-mind.net/whatare.htm>).

Clearly, there is broad agreement among educators from various constituencies that learning skills and work habits like those described here for Grades 1 to 12 contribute substantially to student success. It is expected that teachers will work with students and their parents to ensure that they understand these learning skills and work habits and their importance. Students benefit when teachers discuss and model these skills, and when teachers and parents work with students to help them develop these skills. Students also benefit when teachers work with them to explain how these skills will be assessed and evaluated.

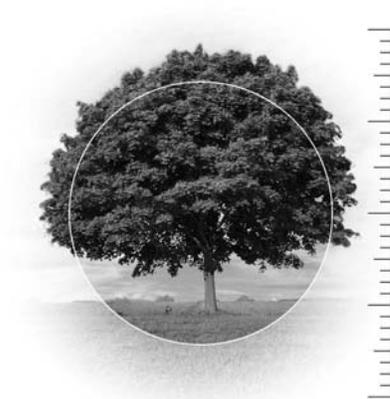
The learning skills and work habits described for Grades 1 to 12 align closely with the goals and areas of learning of the guidance and career education program (outlined in the policy document *Choices Into Action*, 1999, pp. 6–7) and build on effective practices currently in place in many Ontario schools and classrooms. The goals of the guidance and career education program are to enable students to:

- understand the concepts related to lifelong learning, interpersonal relationships (including responsible citizenship), and career planning;
- develop learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals; and
- apply this learning to their lives and work in the school and the community.

The goals are organized according to three areas of knowledge and skills: (1) student development, (2) interpersonal development, and (3) career development. The first two areas are most closely aligned with the learning skills and work habits and are defined as follows:

- *Student development.* Students will learn to set and achieve learning goals both inside and outside school, manage their own learning, and acquire the habits and skills necessary for success both inside and outside school. As students develop the ability to understand how they learn, recognize areas that need improvement, set goals for improvement, monitor their own learning, and become independent learners, they are acquiring the basic habits and skills they will require for lifelong learning.
- *Interpersonal development.* Students will learn to demonstrate self-discipline, take responsibility for their own behaviour, acquire the knowledge and skills required for getting along with others both within and beyond the school, and choose ways of interacting positively with others in a variety of situations. They will also learn about thoughtful and non-violent problem resolution, social responsibility, working cooperatively with others, and caring about others.

Finally, the learning skills and work habits also align with the goals of the ministry's character development initiative, as outlined in *Finding Common Ground: Character Development in Ontario Schools, K–12*: "We want our schools to continue to be safe and to be models of effective human relationships, where students learn about and put into practice attributes such as respect, responsibility, fairness, and empathy. We want students to develop self-discipline and the personal management skills that will make their communities, workplaces, and lives the best that they can be. Together, we can make this happen" (Ontario Ministry of Education, October 2006, p. 2).



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PERFORMANCE STANDARDS – THE ACHIEVEMENT CHART

PERFORMANCE STANDARDS – THE ACHIEVEMENT CHART

POLICY

The Ontario curriculum for Grades 1 to 12 comprises *content standards* and *performance standards*. Assessment and evaluation will be based on both the content standards and the performance standards.

The content standards are the curriculum expectations identified for every subject and discipline. They describe the knowledge and skills students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated. There are two sets of curriculum expectations – overall expectations and specific expectations. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade or course. The *specific expectations* describe the expected knowledge and skills in greater detail. Taken together, the overall and specific expectations represent the mandated curriculum – the content standards.

The performance standards are outlined in the achievement chart that appears in the elementary and secondary curriculum document for every subject or discipline. The achievement chart for each subject/discipline is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The purposes of the achievement chart are to:

- provide a common framework that encompasses all curriculum expectations for all subjects/courses across grades;
- guide the development of high-quality assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards;
- establish categories and criteria with which to assess and evaluate students' learning.

Categories of Knowledge and Skills

The achievement chart identifies four categories of knowledge and skills that are common to both the elementary and secondary panels and to *all* subject areas and disciplines. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the expectations for any given subject/course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers to focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

- **Knowledge and Understanding:** Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)
- **Thinking:** The use of critical and creative thinking skills and/or processes
- **Communication:** The conveying of meaning through various forms
- **Application:** The use of knowledge and skills to make connections within and between various contexts

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills.

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on "balance" reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation in all subjects and courses. However, it also indicates that for different subjects and courses, the *relative* importance of each of the categories may vary. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course, and in instructional practice.

To further guide teachers in their assessment and evaluation of student learning, the achievement chart provides "criteria" and "descriptors". The criteria are the subsets of knowledge and skills that define each category. They identify the aspects of student performance that are assessed and/or evaluated, and serve as a guide to what teachers look for. For example, in the English curriculum in the Knowledge and Understanding category, the criteria are "knowledge of content" and

“understanding of content” and include examples such as *forms of text and elements of style*, and *relationships among facts*, respectively. The descriptors indicate the characteristics of the student’s performance, with respect to the particular criteria, on which assessment or evaluation is focused. *Effectiveness* is the descriptor used for each of the criteria in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion.

Levels of Achievement

The achievement chart also identifies four levels of achievement, defined as follows:

Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course

Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. *However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.*

Specific “qualifiers” are used with the descriptors in the achievement chart to describe student performance at each of the four levels of achievement – the qualifier *limited* is used for level 1; *some* for level 2; *considerable* for level 3; and *a high degree of* or *thorough* for level 4. Hence, achievement at level 3 in the Thinking category for the criterion “use of planning skills” would be described in the achievement chart as “[The student] uses planning skills with *considerable* effectiveness”.

CONTEXT

Criterion-referenced Assessment and Evaluation

Ontario, like a number of other jurisdictions, has moved from *norm-referenced* to *criterion-referenced* assessment and evaluation. This means that teachers assess and evaluate student work with reference to established criteria for four levels of achievement that are standard across the province, rather than by comparison with work done by other students, or through the ranking of student performance, or with reference to performance standards developed by individual teachers for their own classrooms. (There is no expectation that a certain number or percentage of students must be allocated to any one level of achievement.)

In the past, assessment and evaluation performance standards varied from teacher to teacher and from school to school, and this led to results that were not always fair for all students. Criterion-referenced assessment and evaluation ensure that the assessment and evaluation of student learning in schools across the province are based on the application of the same set of well-defined performance standards. The goal of using a criterion-based approach is to make the assessment and evaluation of student achievement as fair, reliable, and transparent as possible.

Samples of the Achievement Chart

Three samples of the achievement chart are provided in this section, from the following subjects/disciplines:

- The Arts, Grades 1–8
- Science and Technology, Grades 1–8
- English, Grades 9–12

These three samples illustrate the consistent characteristics of the performance standards across all subjects and disciplines and across all grades. The samples also illustrate how the achievement chart varies – particularly with respect to the examples provided for the criteria in each category – to reflect the nature of the particular subject or discipline. For instance, the examples for the criterion “Application of knowledge and skills” in the Application category of the achievement chart for the arts include performance skills, composition, and choreography, whereas those for science and technology include investigation skills and safe use of equipment and technology.

THE ACHIEVEMENT CHART FOR THE ARTS: GRADES 1–8

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., facts, genres, terms, definitions, techniques, elements, principles, forms, structures, conventions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, procedures, processes, themes, relationships among elements, informed opinions)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., formulating questions, generating ideas, gathering information, focusing research, outlining, organizing an arts presentation or project, brainstorming/bodystorming, blocking, sketching, using visual organizers, listing goals in a rehearsal log, inventing notation)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, evaluating, inferring, interpreting, editing, revising, refining, forming conclusions, detecting bias, synthesizing)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., creative and analytical processes, design process, exploration of the elements, problem solving, reflection, elaboration, oral discourse, evaluation, critical literacy, metacognition, invention, critiquing, reviewing)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and understandings in art forms (dance, drama, music, and the visual arts), including media/multimedia forms (e.g., expression of ideas and feelings using visuals, movements, the voice, gestures, phrasing, techniques), and in oral and written forms (e.g., clear expression and logical organization in critical responses to art works and informed opinion pieces)	expresses and organizes ideas and understandings with limited effectiveness	expresses and organizes ideas and understandings with some effectiveness	expresses and organizes ideas and understandings with considerable effectiveness	expresses and organizes ideas and understandings with a high degree of effectiveness
Communication for different audiences (e.g., peers, adults, younger children) and purposes through the arts (e.g., drama presentations, visual arts exhibitions, dance and music performances) and in oral and written forms (e.g., debates, analyses)	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions in dance, drama, music, and the visual arts (e.g., allegory, narrative or symbolic representation, style, articulation, drama conventions, choreographic forms, movement vocabulary) and arts vocabulary and terminology in oral and written forms	uses conventions, vocabulary, and terminology of the arts with limited effectiveness	uses conventions, vocabulary, and terminology of the arts with some effectiveness	uses conventions, vocabulary, and terminology of the arts with considerable effectiveness	uses conventions, vocabulary, and terminology of the arts with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., performance skills, composition, choreography, elements, principles, processes, technologies, techniques, strategies, conventions) in familiar contexts (e.g., guided improvisation, performance of a familiar work, use of familiar forms)	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, strategies, processes, techniques) to new contexts (e.g., a work requiring stylistic variation, an original composition, student-led choreography, an interdisciplinary or multidisciplinary project)	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between the arts; between the arts and personal experiences and the world outside the school; between cultural and historical, global, social, and/or environmental contexts; between the arts and other subjects)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

ACHIEVEMENT CHART – SCIENCE AND TECHNOLOGY, GRADES 1–8

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., facts; terminology; definitions; safe use of tools, equipment, and materials)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, principles, procedures, processes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking and Investigation – The use of critical and creative thinking skills and inquiry and problem-solving skills and/or processes				
	The student:			
Use of initiating and planning skills and strategies (e.g., formulating questions, identifying the problem, developing hypotheses, scheduling, selecting strategies and resources, developing plans)	uses initiating and planning skills and strategies with limited effectiveness	uses initiating and planning skills and strategies with some effectiveness	uses initiating and planning skills and strategies with considerable effectiveness	uses initiating and planning skills and strategies with a high degree of effectiveness
Use of processing skills and strategies (e.g., performing and recording, gathering evidence and data, observing, manipulating materials and using equipment safely, solving equations, proving)	uses processing skills and strategies with limited effectiveness	uses processing skills and strategies with some effectiveness	uses processing skills and strategies with considerable effectiveness	uses processing skills and strategies with a high degree of effectiveness
Use of critical/creative thinking processes, skills, and strategies (e.g., analysing, interpreting, problem solving, evaluating, forming and justifying conclusions on the basis of evidence)	uses critical/creative thinking processes, skills, and strategies with limited effectiveness	uses critical/creative thinking processes, skills, and strategies with some effectiveness	uses critical/creative thinking processes, skills, and strategies with considerable effectiveness	uses critical/creative thinking processes, skills, and strategies with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and/or written forms (e.g., diagrams, models)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

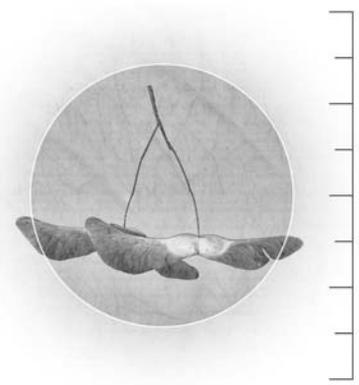
Categories	Level 1	Level 2	Level 3	Level 4
Communication (continued)				
	The student:			
Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and/or written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms (e.g., symbols, formulae, scientific notation, SI units)	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., concepts and processes, safe use of equipment and technology, investigation skills) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts and processes, safe use of equipment and technology, investigation skills) to unfamiliar contexts	transfers knowledge and skills to unfamiliar contexts with limited effectiveness	transfers knowledge and skills to unfamiliar contexts with some effectiveness	transfers knowledge and skills to unfamiliar contexts with considerable effectiveness	transfers knowledge and skills to unfamiliar contexts with a high degree of effectiveness
Making connections between science, technology, society, and the environment (e.g., assessing the impact of science and technology on people, other living things, and the environment)	makes connections between science, technology, society, and the environment with limited effectiveness	makes connections between science, technology, society, and the environment with some effectiveness	makes connections between science, technology, society, and the environment with considerable effectiveness	makes connections between science, technology, society, and the environment with a high degree of effectiveness
Proposing courses of practical action to deal with problems relating to science, technology, society, and the environment	proposes courses of practical action of limited effectiveness	proposes courses of practical action of some effectiveness	proposes courses of practical action of considerable effectiveness	proposes highly effective courses of practical action

ACHIEVEMENT CHART: ENGLISH, GRADES 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content <i>(e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)</i>	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content <i>(e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)</i>	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills <i>(e.g., generating ideas, gathering information, focusing research, organizing information)</i>	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills <i>(e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)</i>	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes <i>(e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)</i>	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view) in oral, graphic, and written forms, including media forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, usage), vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between the text and personal knowledge and experience, other texts, and the world outside school)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

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ASSESSMENT *FOR* LEARNING AND *AS* LEARNING

ASSESSMENT *FOR* LEARNING AND *AS* LEARNING

POLICY

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

This section sets out policy regarding the use of assessment information for the purpose of improving learning. (The use of assessment information for evaluation purposes is discussed in Chapter 5.)

Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests.

For Grades 1 to 12, assessment is based on evidence of student achievement of the provincial curriculum expectations. Teachers will ensure that students’ demonstration of their achievement is assessed in a balanced manner with respect to the four categories of the achievement chart (see p. 17), and that achievement of particular expectations is considered within the appropriate categories. All *specific* expectations must be accounted for in instruction and assessment. (*Note:* Evaluation focuses on students’ achievement of the *overall* expectations, as explained on p. 38.)

As essential steps in assessment *for* learning and *as* learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;

- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer and self-assessment.

Teachers will also ensure that they assess students' development of learning skills and work habits in Grades 1 to 12, as set out in Chapter 2 of this document, using the assessment approaches described above to gather information and provide feedback to students.

Principals support the fulfilment of these policy requirements by encouraging continuing professional development among staff and by fostering a school-wide collaborative learning culture based on the sharing of knowledge and on a sense of collective responsibility for outcomes.

CONTEXT

It is worth noting, right from the start, that assessment is a human process, conducted by and with human beings, and subject inevitably to the frailties of human judgement. However crisp and objective we might try to make it, and however neatly quantifiable may be our “results”, assessment is closer to an art than a science. It is, after all, an exercise in human communication.

(Sutton, p. 2)

Students' interest in learning and their belief that they *can* learn are critical to their success. After reviewing the impact of testing on students' motivation to learn, Harlen and Deakin Crick (p. 203) recommended the use of assessment *for* learning and *as* learning – including strategies such as sharing learning goals and success criteria, providing feedback in relation to goals, and developing students' ability to self-assess – as a way of increasing students' engagement in and commitment to learning.

Assessment plays a critical role in teaching and learning and should have as its goal the development of students as independent and autonomous learners. As an integral part of teaching and learning, assessment should be planned concurrently with instruction and integrated seamlessly into the learning cycle to inform instruction, guide next steps, and help teachers and students monitor students' progress towards achieving learning goals.

The use of assessment to improve student learning and to help students become independent learners requires teachers and students to acknowledge and enact a fundamental shift in how they perceive their roles in the learning process. In a traditional assessment paradigm, the teacher is perceived as the active agent in the process, determining goals and criteria for successful achievement, delivering instruction, and evaluating student achievement at the end of a period of learning. The use of assessment for the purpose of improving learning and helping students become independent learners requires a culture in which student and teacher learn together in a collaborative relationship, each playing an active role in setting learning goals, developing success criteria, giving and receiving feedback, monitoring progress, and adjusting learning strategies. The teacher acts as a “lead learner”, providing support while gradually releasing more and more responsibility to the student, as the student develops the knowledge and skills needed to become an independent learner.

The vast body of literature on assessment uses a variety of terms to describe the purposes of assessment, the nature of assessment for different purposes, and the uses of information gathered through assessment. In the present document, the term *assessment* is used to mean a set of actions undertaken by the teacher and student to gather information about student learning.

Terms such as *diagnostic*, *formative*, and *summative*, which are used to identify the nature of assessment, have recently been supplemented with the phrases *assessment for learning*, *assessment as learning*, and *assessment of learning*. As Harlen (2006) explains: “Using the terms ‘formative assessment’ and ‘summative assessment’ can give the impression that these are different kinds of assessment or are linked to different methods of gathering evidence. This is not the case; *what matters is how the information is used*. It is for this reason that the terms ‘assessment for learning’ and ‘assessment of learning’ are sometimes preferred. The essential distinction is that assessment for learning is used in making decisions that affect teaching and learning in the short term future, whereas assessment of learning is used to record and report what has been learned in the past” (p. 104; emphasis added). In short, the nature of the assessment is determined by what the information is to be used for.

Table 4.1 summarizes the purposes of assessment, the nature of assessment, and the different uses of assessment information.

Table 4.1 The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment for learning "Assessment <i>for</i> learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there." (Assessment Reform Group, 2002, p. 2)</p>	<p>Diagnostic assessment:</p> <ul style="list-style-type: none"> occurs before instruction begins so teachers can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences. 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.
	<p>Formative assessment:</p> <ul style="list-style-type: none"> occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills. 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by teachers to monitor students' progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.
<p>Assessment as learning "Assessment <i>as</i> learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves." (Western and Northern Canadian Protocol, p. 42)</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher. 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.
<p>Assessment of learning "Assessment <i>of</i> learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures." (Western and Northern Canadian Protocol, p. 55)</p>	<p>Summative assessment:</p> <ul style="list-style-type: none"> occurs at or near the end of a period of learning, and may be used to inform further instruction. 	<p>The information gathered:</p> <ul style="list-style-type: none"> is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.

An Assessment Framework

The research on effective assessment locates assessment *for* learning and *as* learning within a framework of three key processes and five strategies that teachers and students use collaboratively to support student learning.

The three processes, as identified by Ramaprasad in Black and Wiliam (p. 7), are:

- establishing where the learners are going in their learning;
- establishing where they are in their learning;
- establishing what needs to be done to get them to where they are going.

The five strategies, adapted from Black and Wiliam (p. 8), are:

- identifying and clarifying learning goals and success criteria;
- engineering effective classroom discussions and other learning tasks that elicit information about student learning;
- providing feedback that helps learners move forward;
- through targeted instruction and guidance, engaging students as learning resources for one another;
- through targeted instruction and guidance, helping students understand what it means to “own” their own learning, and empowering them to do so.

Table 4.2 outlines the framework and shows both the relationship among the processes and strategies and the collaborative student-teacher relationship.

Table 4.2 Assessment Framework: Processes and Strategies in a Collaborative Relationship

	Where the learner is going	Where the learner is now	What the learner needs to get there
Teacher	Identifying and clarifying learning goals and success criteria	Engineering effective classroom discussions and other learning tasks that elicit information about student learning	<ul style="list-style-type: none"> • Providing descriptive feedback that moves learners forward (i.e., outlining what was done well, what needs improvement, and how to improve) • Engaging students as learning resources for one another • Empowering students to become owners of their own learning
Peer	Understanding and sharing learning goals and success criteria	Engaging in peer assessment and feedback	
Learner	Understanding learning goals and success criteria	Engaging in self-assessment and goal setting	

Source: Adapted from Black & Wiliam, p. 8.

Assessment *for* Learning and *as* Learning: Practices

DEVELOPING LEARNING GOALS

Assessment *for* learning and *as* learning requires that students and teachers share a common understanding of what is being learned. Learning goals clearly identify what students are expected to know and be able to do, in language that students can readily understand. Teachers develop learning goals based on the curriculum expectations and share them with students at or near the beginning of a cycle of learning. Teachers and students come to a common understanding of the learning goals through discussion and clarification during instruction.

IDENTIFYING SUCCESS CRITERIA

Assessment *for* learning and assessment *as* learning also require that students and teachers share a common understanding of what constitutes success in learning. Success criteria describe in specific terms what successful attainment of the learning goals looks like. When planning assessment and instruction, teachers, guided by the achievement chart for the particular subject or discipline (see Chapter 3), identify the criteria they will use to assess students' learning, as well as what evidence of learning students will provide to demonstrate their knowledge and skills. The success criteria are used to develop an assessment tool, such as a checklist, a rubric, or an exit card (i.e., a student's self-assessment of learning).

Teachers can ensure that students understand the success criteria by using clear language that is meaningful to the students and by directly involving them in identifying, clarifying, and applying those criteria in their learning. Examining samples of student work with their teachers helps students understand what constitutes success and provides a basis for informed co-construction of the success criteria. The success criteria should be open to review and revision, guided by the teacher's professional judgement, as students progress towards achievement of the learning goals. Teachers can enhance their understanding of success criteria and build common knowledge about levels of achievement through teacher moderation – that is, through assessment of student work done collaboratively with fellow teachers.

ELICITING INFORMATION ABOUT STUDENT LEARNING

Teachers use a variety of assessment strategies to elicit information about student learning. These strategies should be triangulated to include observation, student-teacher conversations, and student products. Teachers can gather information about learning by:

- designing tasks that provide students with a variety of ways to demonstrate their learning;
- observing students as they perform tasks;
- posing questions to help students make their thinking explicit;
- engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking.

Teachers then use the information gathered to adjust instruction and provide feedback.

Homework tasks designed to help students practise and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning.

PROVIDING DESCRIPTIVE FEEDBACK

Feedback provides students with a description of their learning. The purpose of providing feedback is to reduce the gap between a student's current level of knowledge and skills and the learning goals. *Descriptive feedback* helps students learn by providing them with precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve. According to Davies (2007, p. 2), descriptive feedback "enables the learner to adjust what he or she is doing in order to improve."

Ongoing descriptive feedback linked specifically to the learning goals and success criteria is a powerful tool for improving student learning and is fundamental to building a culture of learning within the classroom. As the teacher provides feedback, and as the student responds to it, the assessment information gathered is used to improve learning as well as instruction. Multiple opportunities for feedback and follow-up are planned during instruction to allow for improvement in learning prior to assessment of learning (evaluation). The focus of the feedback is to encourage students to produce their best work by improving upon their previous work and, at the same time, to teach them the language and skills of assessment, so they are able to assess their own learning and that of their peers.

DEVELOPING STUDENT SELF-ASSESSMENT AND PEER-ASSESSMENT SKILLS

The emphasis on student self-assessment represents a fundamental shift in the teacher-student relationship, placing the primary responsibility for learning with the student. Once students, with the ongoing support of the teacher, have learned to recognize, describe, and apply success criteria related to particular learning goals, they can use this information to assess their own and others' learning. Teachers help students develop their self-assessment skills by modelling the application of success criteria and the provision of descriptive feedback, by planning multiple opportunities for peer assessment and self-assessment, and by providing descriptive feedback to students about the quality of their feedback to peers.

Group work provides students with opportunities to develop and practise skills in peer and self-assessment and gives teachers opportunities to model and provide instruction related to applying success criteria, providing descriptive feedback, and developing collaborative learning skills. Teachers and students can use assessment information obtained in group situations to monitor progress towards learning goals and to adjust the focus of instruction and learning.

DEVELOPING INDIVIDUAL GOAL SETTING

As a result of developing self-assessment skills, students learn to identify specific actions they need to take to improve, and to plan next steps – that is, to define their long- and short-term individual goals with increasing clarity and realism. Teachers begin by modelling the setting of individual learning goals for students. They also provide follow-up support, give specific feedback on learning goals, and help students identify and record focused actions they can take to achieve their goals and procedures they can use to monitor their own progress.

In order to improve student learning and help students become independent learners, teachers need to make a committed effort to teach these skills and provide all students in all grades with opportunities to practise them. Teachers need to scaffold this learning for students, using a model of gradual release of responsibility for learning, as follows:

- demonstrate the skills during instruction;
- move to guided instruction and support;
- have students share in the responsibility for assessing their own work;
- gradually provide opportunities for students to assess their own learning independently.

The ultimate goal of the process is to move each student from guided practice to independent practice, based on the student's readiness.

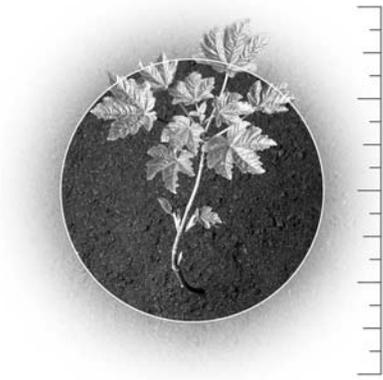
A Continuum of Professional Learning and Classroom Implementation

Implementing assessment *for* learning and *as* learning in the classroom can be challenging, requiring a transformation in our perception of the teacher-student relationship, as well as new learning about strategies. Success lies in taking an approach that recognizes the interdependence of practices related to assessment *for* learning and assessment *as* learning. By clearly identifying, sharing, and clarifying learning goals and success criteria, teachers lay the foundation for practices such as providing feedback and enabling students to develop skills in peer and self-assessment.

Teachers are also encouraged to take an “assessment *for* learning and *as* learning” approach to their own professional learning – identifying specific goals for implementing the practices outlined above with their students, developing criteria for successful implementation, working collaboratively with peers to receive and provide feedback, and reflecting on their progress towards achieving their goals.

Principals champion the importance of assessment for learning by ensuring a consistent and continuous school-wide focus on student learning and by using classroom, school, and system data to monitor progress.

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EVALUATION

EVALUATION

POLICY

The primary purpose of assessment and evaluation is to improve student learning.

Chapter 4 provided policy and context related to assessment *for* learning and *as* learning. This chapter focuses on evaluation. Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards (see Chapter 3) and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on **assessment of learning** that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.²

For Grades 1 to 12, all curriculum expectations must be accounted for in instruction and assessment, but *evaluation focuses on students' achievement of the overall expectations*. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

For students with special education needs and English language learners who may require accommodations but who do not require modified expectations, evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels, as described in Chapter 3. For students who require modified or alternative expectations, evaluation of achievement will be based on the modified or alternative expectations rather than the regular subject/grade/course curriculum expectations. (See Chapters 7 and 8 for detailed information about students with special education needs and English language learners, respectively; see pp. 61–66 for information specific to reporting for these students.)

2. This chapter is about evaluation of student learning conducted by teachers at the classroom level. Ontario students also participate in large-scale standardized assessments of their learning. Appendix 1 provides an overview of these provincial, national, and international large-scale assessments.

Evidence of Student Achievement for Evaluation

Evidence of student achievement for evaluation is collected over time from three different sources – *observations*, *conversations*, and *student products*. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.

“Student products” may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Assignments for evaluation may involve group projects as long as each student’s work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.

The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or of the student’s peers.

Determining a Report Card Grade: Grades 1 to 12

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation). The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course. In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students’ skills and knowledge than others. Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgement to determine the student’s report card grade. The report card grade represents a student’s achievement of overall curriculum expectations, as demonstrated to that point in time.

Determining a report card grade will involve teachers’ professional judgement and interpretation of evidence and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence.

Teachers will benefit from leadership by the principal to ensure that there is a common understanding among all staff about the process for determining the final grade. The principal will work with teachers to ensure common and equitable grading practices that follow ministry policy and board guidelines.

GRADES 1 TO 6

For Grades 1 to 6, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using letter grades. The following conversion chart shows how the four levels of achievement are aligned to letter grades.

Achievement Level	Letter Grade
4 +	A +
4	A
4 –	A –
3 +	B +
3	B
3 –	B –

Achievement Level	Letter Grade
2 +	C +
2	C
2 –	C –
1 +	D +
1	D
1 –	D –

Teachers may also use the codes “R” and “I”, as defined on pages 41–42, when evaluating and reporting student achievement in Grades 1 to 6.

GRADES 7 TO 12

For Grades 7 to 12, a student’s achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.

The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Achievement Level	Percentage Mark Range
4 +	95–100
4	87–94
4 –	80–86
3 +	77–79
3	73–76
3 –	70–72

Achievement Level	Percentage Mark Range
2 +	67–69
2	63–66
2 –	60–62
1 +	57–59
1	53–56
1 –	50–52

- For Grades 7 and 8, teachers will use the code “R”, as defined below on this page, to indicate achievement below 50 per cent.
- For Grades 9 to 12, teachers will use percentage marks to indicate achievement below 50 per cent. See below on this page for a discussion of percentage marks below 50 per cent.
- For Grades 7 to 10, teachers may use the code “I”, as defined on page 42. (“I” may not be used in Grades 11 and 12.)

For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

A credit is granted and recorded for every course in which the student’s final percentage mark is 50 per cent or higher. Procedures for students whose final grade is below 50 per cent and who do not receive a credit are outlined in the ministry policy document *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (currently under revision).

THE MEANING AND USE OF “R” AND OF PERCENTAGE MARKS BELOW 50 PER CENT

The code “R” represents achievement that falls below level 1 and is used in the evaluation and reporting of student achievement in Grades 1 to 8. For achievement below level 1 in Grades 9 to 12, percentage marks below 50 per cent are assigned. Both “R” and marks below 50 per cent signal that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations. “R” and percentage marks below 50 per cent indicate the need for the development of strategies to address the student’s specific learning needs in order to support his or her success in learning. When appropriate, parents will be consulted in this process. (In Grades 1 to 8, students with an Individual Education Plan [IEP] who require modified or alternative expectations and beginning English language learners with modified expectations would rarely receive an “R”.)

Individual boards will work collaboratively with their school communities to determine the *lower limit* of the range of percentage marks below 50 per cent that teachers may record on the report cards of students in Grades 9 to 12. It is important that a consistent approach is adopted among all the schools of a board.

THE MEANING AND USE OF "I"

For Grades 1 to 10, the code "I" may be used in a mark book and/or on a student's report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgement to determine when the use of "I" is appropriate and in the best interests of the student. For example, teachers may find it appropriate to use "I" when evidence of a student's achievement is insufficient because the student has enrolled in the school very recently or because there were issues or extenuating circumstances beyond the student's control, such as protracted illness, that affected his or her attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.

In Grades 9 and 10, a student who receives an "I" on the final report card to indicate insufficient evidence will not receive a credit for the course. However, there may be instances where students in Grades 9 and 10 who receive an "I" on their final report card may be considered for credit recovery. These are cases where, in the professional judgement of the teacher, evidence of achievement is available for at least a few overall expectations, on the basis of which it is possible to identify the remaining expectations that must be addressed and to design a credit recovery program. (See Chapter 10, "Credit Recovery".)

Students' Responsibilities With Respect to Evidence for Evaluation

It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for cheating, plagiarizing, not completing work, and submitting work late.

CHEATING AND PLAGIARISM

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

Individual school boards will work collaboratively with their schools and communities to develop strategies for helping students understand the gravity of such behaviour and the importance of acknowledging the work of others. School boards will also develop policies that address, at a minimum, the following:

- prevention of cheating and plagiarizing
- detection of incidents of cheating and plagiarizing
- consequences for students who cheat or plagiarize

Policies will reflect a continuum of behavioural and academic responses and consequences, based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student.

LATE AND MISSED ASSIGNMENTS

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- in secondary schools, referring the student to the Student Success team or teacher;
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using counselling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for English language learners;
- reviewing whether students require special education services;
- requiring the student to work with a school team to complete the assignment;
- for First Nation, Métis, and Inuit students, involving Aboriginal counsellors and members of the extended family;
- understanding and taking into account the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences with the school system;
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- deducting marks for late assignments, up to and including the full value of the assignment.

Grades 1 to 6: In Grades 1 to 6, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits. When appropriate, a student's tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.

Grades 7 to 12: Individual boards will work collaboratively with their schools and communities to develop policy for dealing with late and missed assignments for evaluation for students in Grades 7 to 12, and board policy will be implemented consistently in all schools in the board. Board policies must align with the policies outlined in the present document.

It is expected that teachers and school teams will use a variety of strategies, as described above, to ensure that students submit their assignments for evaluation and meet timelines. Late and missed assignments for evaluation will also be noted on the report card as part of the evaluation of a student's development of the learning skills and work habits. When appropriate, a student's tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.

School board policies relating to late and missed assignments for evaluation will:

- describe how schools will inform students and their parents about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments;
- recognize that policies and procedures should be designed to motivate and facilitate completion of work and demonstration of learning and, where appropriate and possible, allow for additional and/or alternative opportunities to do so;
- recognize that it is the responsibility of the classroom teacher, preferably in collaboration with students, to establish deadlines for the submission of assignments for evaluation and clearly communicate those deadlines to students and, where appropriate, to parents;
- ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement;
- provide clear procedures for determining a percentage mark for the report card for a student who has failed to submit one or more assignments for evaluation on time or at all.

Evaluating the Development of Learning Skills and Work Habits for Grades 1 to 12

For Grades 1 to 12, two distinct but related aspects of student achievement are evaluated: (1) the achievement of curriculum expectations, and (2) the development of learning skills and work habits.

To the extent possible, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a letter grade or percentage mark for that subject or course (see Chapter 2, p. 10). The separate evaluation of the achievement of the curriculum expectations and the development of the learning skills and work habits provides students and parents with information specific to each type of achievement and clearly and accurately identifies a student's strengths and the areas in which improvements are needed. The separate evaluation and reporting of a student's development with respect to the learning skills and work habits reflects the critical role they play in a student's achievement of the curriculum expectations. Information about a student's development of these skills and habits also provides a strong indication of the student's development as a self-directed learner.

The learning skills and work habits are evaluated and reported as follows:

E – Excellent

G – Good

S – Satisfactory

N – Needs Improvement

CONTEXT

Late and Missed Assignments

There are strong and often divergent opinions on the issue of how to deal with late and missed assignments. Many stakeholders, including many parents and students, believe that marks should be deducted when assignments are late and that a zero should be assigned when a student does not submit an assignment. These stakeholders are of the opinion that there should be clear boundaries on student behaviour and known consequences for not submitting assignments for evaluation or for submitting them late. Proponents of this view believe that unless students face academic consequences for non-performance in school, they will not learn to be accountable to themselves and others and will not be prepared to meet the requirements of employers or of postsecondary educational institutions. They also believe that a lack of consequences for non-performance is unfair to students who meet known requirements, and constitutes an inequitable approach.

On the other hand, many experts in the field of assessment and evaluation discourage deducting marks or giving zeros for late and missed assignments, arguing that such measures do not make students change their behaviour or help them succeed in the long run. They believe that success is the best way to breed more success, that punitive measures such as deducting marks only serve to discourage students and promote failure, and that it is more appropriate and more productive to focus on preventive measures. These experts are also concerned that, because every assignment – whether submitted on time or late – provides evidence of learning, deducting marks for late assignments could misrepresent the student’s true level of achievement. They believe that lateness and failure to submit assignments are most appropriately reported – and addressed – as issues relating to the development of learning skills and work habits. Supporting non-performing students by helping them develop these skills and habits, rather than using punitive measures, is a matter of meeting individual students’ needs and should not be considered a form of unwarranted “special treatment”.

The professional judgement of the teacher, acting within the policies and guidelines established by the ministry and board, is critical in determining the strategy that will most benefit student learning.



GROWING SUCCESS | assessment, evaluation, and reporting in Ontario schools

REPORTING STUDENT ACHIEVEMENT

REPORTING STUDENT ACHIEVEMENT

POLICY

A Note to Readers: *The policy on reporting student achievement is presented in this chapter by topic rather than by panel (elementary/secondary). This organization of policy information provides educators with a perspective on continuities and differences in policy from Grade 1 through Grade 12, and helps to avoid a great deal of repetition. The following detailed contents of the chapter is provided to guide readers to discussions of the topics and the grades that are of particular interest to them.*

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Report Card Requirements

Beginning in the 2010–2011 school year, the following new or revised reports will be used in all publicly funded schools in Ontario:

- the Elementary Progress Report Cards and the Elementary Provincial Report Cards (Grades 1–6 and Grades 7 and 8)
- the Provincial Report Card, Grades 9–12

No changes of any kind should be made to these documents, apart from the provisions for Catholic district school boards and for board development of sections of the Progress Report Cards for Grades 1 to 8, as outlined below, in the section “Versions of the Reports”.

A template for each of the reports is provided in Appendix 2 of this document.

Once the progress report cards and the provincial report cards have been completed, copies should be printed out on letter-size (8.5 by 11 in.) paper. Comments about student achievement should be in nine-point type, for legibility.

It should be noted that the paper used to produce the documents must be suitable for long-term storage as set out in section 3.2.1.3 of *The Ontario Student Record (OSR): Guideline, 2000*.

Ontario Student Record (OSR)

Completed Elementary Progress Report Cards (all pages) and elementary and secondary provincial report cards (all pages), and/or exact copies of them, will be placed in each student’s Ontario Student Record (OSR) folder following each reporting period.

Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a cumulative and continuous record of:

- 1) a student’s successful completion of Grade 9 and 10 courses;
- 2) all the student’s attempts, successful and unsuccessful, at completing Grade 11 and 12 courses;
- 3) the student’s completion of other diploma requirements.

Specific information about the OST can be found in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (currently under revision). Information about the completion of the OST can be found in *The Ontario Student Transcript (OST): Manual, 2010*.

Versions of the Reports

ELEMENTARY PROGRESS REPORT CARD

There are two main versions of the Elementary Progress Report Card:

- Grades 1 to 6
- Grades 7 and 8

There is also a version of each for the use of Catholic schools that includes a section called “Religious and Family Life Education”. All Catholic district school boards may organize the contents of this section to include designations of progress. However, the size and placement of this section may not be changed in any way.

All versions of the Elementary Progress Report Card are designed to show a student’s development of the learning skills and work habits during the fall of the school year, as well as a student’s general progress in working towards the achievement of the curriculum expectations in all subjects.

The Elementary Progress Report Card provides two areas that are to be designed by individual boards of education to be used consistently by all schools in the board:

1. At the top of the first page, boards may include information such as the board vision statement, board educational goals, or Ontario Catholic School Graduate Expectations. A space is also provided for the board logo.
2. The bottom of the second page may be designed to accommodate a board’s preferred means for teachers to communicate with students and their parents in the fall. A board may want this to be a tear-off section, so parents can complete the section at home and return it. In this case, the progress report card could be printed on two sheets of paper. Alternatively, the board may want the section to be completed during a teacher-parent-student conference or a student-led conference. In this case, the progress report card could be printed on the front and back of one sheet.

Boards may wish to design the section at the bottom of the second page to communicate or request the following types of information:

- Teacher-parent-student conference notes and/or information
- Student goals
- Parent comments/reflections (with or without stems)
- Student comments/reflections (with or without stems)
- Request for interview with parent
- Request for interview with teacher
- Next steps
- Action plans
- Contact information

ELEMENTARY PROVINCIAL REPORT CARD

There are two main versions of the Elementary Provincial Report Card:

- Grades 1 to 6
- Grades 7 and 8

There is also a version of each for the use of Catholic schools that includes a section called “Religious and Family Life Education”. All Catholic district school boards may organize the contents of this section to include a letter grade or percentage mark. However, the size and placement of this section may not be changed in any way.

All versions of the Elementary Provincial Report Card are designed to show a student’s achievement at *two points* in the school year. The first provincial report card will reflect the student’s achievement of curriculum expectations introduced and developed from September to January/February of the school year, as well as the student’s development of the learning skills and work habits during that period. The second provincial report card will reflect the student’s achievement of the curriculum expectations introduced or further developed from January/February to June of the school year, as well as the student’s development of the learning skills and work habits during that period. On the second report card, the achievement recorded on the first report card is also shown, to provide parents with an overview of the student’s achievement.

The provincial report card for Grades 1 to 6 provides information for parents about letter grades and levels of achievement, and the provincial report card for Grades 7 and 8 provides information about percentage marks and levels of achievement. Both reports provide information about ESL/ELD, IEP, and the codes “R”, “I”, and “NA”, and the report for Grades 7 and 8 provides information about the “median”. Both reports also include tear-off sections for the student’s comments, the parent’s comments, and the parent’s acknowledgement of receipt of the report card and/or a request to discuss the child’s report with the teacher. These sections are to be returned to the student’s teacher.

Reports must be signed by the principal or his or her representative (usually the vice-principal). A rubber stamp or facsimile of the signature must not be used.

PROVINCIAL REPORT CARD, GRADES 9–12

There is one provincial report card for Grades 9 to 12 for both Catholic and public schools. There are two versions of this report card – one for semestered schools and one for non-semestered schools.

The version of the report card for semestered schools includes:

- the first report for a semester;
- the final report for a semester.

The version for non-semestered schools includes:

- the report for each of the first and second terms;
- the final report for the year.

The first two pages of all versions of the secondary report card list the student's courses and his or her percentage marks for each course.

On the last two pages of the first report in semestered schools and of the first and second reports in non-semestered schools, information is provided for parents about learning skills and work habits; percentage marks and levels of achievement; ESL/ELD, IEP, FRENCH, and SHSM boxes; and the terms "I", "W", and "median". There is also a tear-off section, to be returned to the student's homeroom teacher, which is to include the student's comments and the parents' acknowledgement of receipt of the report card and/or a request to be contacted by the teacher to discuss their child's report.

In the final report in both semestered and non-semestered schools, the third page is the "Completion of Requirements for Graduation" page, and information for parents (as described above) appears on the fourth page.

A space for the principal's signature appears at the bottom of the first page of the first report card in semestered and non-semestered schools, and also of the second report card in non-semestered schools. In the final report card in both types of schools, the principal's signature appears only on the third page, "Completion of Requirements for Graduation". Reports must be signed by the principal or his or her representative (usually the vice-principal). A rubber stamp or facsimile of the signature must not be used.

The Provincial Report Card, Grades 9–12, shows a student's achievement at specific points in the school year or semester. The first report in both semestered and non-semestered schools reflects student achievement of the overall curriculum expectations during the first reporting period, as well as development of the learning skills and work habits. When the second report is issued in a non-semestered school, it will reflect achievement of the overall expectations and development of the learning skills and work habits up to the end of the second term. The final report in both semestered and non-semestered schools reflects achievement of the overall expectations for the course, as well as development of the learning skills and work habits. On the report cards for the second and/or final reporting periods, the achievement recorded on the previous report(s) is also shown, in order to provide parents with an overview of the student's achievement in each course.

Schools offering both semestered and non-semestered courses will use the report card designed for non-semestered schools to report student achievement in both types of courses.

Reporting Schedules

ELEMENTARY SCHOOLS

Schools will use the Elementary Progress Report Card between October 20 and November 20 of the school year.

Schools will use the Elementary Provincial Report Card twice a year. The first provincial report card will be sent home between January 20 and February 20 of the school year, and the second will be sent home towards the end of June.

Although there are three formal reporting periods, communication with parents and students about student achievement should be continuous throughout the year, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.

SECONDARY SCHOOLS

Semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents two times a semester.

Non-semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents three times a year. The first report must be issued during the fall.

Schools that offer a combination of semestered and non-semestered courses should develop a combined reporting schedule that provides for two written reports for semestered courses and three written reports for non-semestered courses as shown below:

Table 6.1. Combined Semestered/Non-semestered Reporting Schedule

Report Card Issued in:	Reporting Period		Principal's Signature/Report Card Page
	Semestered Courses	Non-semestered Courses	
October/November	first	first	Principal's signature on page 1
January/February	final	–	"Completion of Requirements for Graduation" is page 3 and bears principal's signature
March/April	first	second	Principal's signature on page 1
June	final	final	"Completion of Requirements for Graduation" is page 3 and bears principal's signature

Although there are two formal reporting periods for a semestered course and three formal reporting periods for a non-semestered course, communication with parents and students about student achievement should be continuous throughout the course, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.

Completing Basic Information for All Reports

OPENING SECTION

Record the student's full legal name and Ontario Education Number (OEN).

For the secondary report card, enter the student's address only if there is no court order indicating that a non-custodial parent has access to the student's report card but is not to know where the student lives.

Enter all other information as indicated.

ATTENDANCE AND PUNCTUALITY

Elementary

For "Days Absent/Times Late", fill in the student's attendance and punctuality record only for the term being reported on.

For "Total Days Absent/Total Times Late", fill in the student's cumulative attendance and punctuality record for the year to date.

Secondary

In the first reporting period, fill in the number of classes the student has missed, as well as the total number of classes held, for each course. Record also the number of times the student has been late for class. On the second and final reports, record the cumulative totals for each item.

ELEMENTARY PROVINCIAL REPORT CARDS – "GRADE IN SEPTEMBER"

This item is to be completed in the June final report. Write in the grade in which the student will be registered the following year.

Reporting on Students' Development of Learning Skills and Work Habits: Elementary and Secondary

The Elementary Progress Report Card and the elementary and secondary provincial report cards provide a record of the learning skills and work habits demonstrated by students in the following six categories:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

To the extent possible, the evaluation of the learning skills and work habits, apart from any that may be included as part of a curriculum expectation, should not be considered in the determination of letter grades or percentage marks for subjects/courses (see Chapter 2).

In the Elementary Progress Report Cards and the Elementary Provincial Report Cards, the section for reporting on students' development of the learning skills and work habits is placed ahead of the section for reporting on students' achievement of the curriculum expectations. In the Provincial Report Card, Grades 9–12, there is a space for recording an evaluation for each of the learning skills and work habits for every course, following the spaces allotted for the percentage mark, course median, and credit earned.

The learning skills and work habits are demonstrated by students across all subjects and courses. Teachers will use the following letter symbols to report on students' development of the six learning skills and work habits:

E – Excellent

G – Good

S – Satisfactory

N – Needs Improvement

For Grades 1 to 8, in most cases, the homeroom teacher will complete the learning skills and work habits section. In the space provided for anecdotal comments, the teacher will elaborate on the student's demonstration of the skills and comment on "strengths" and "next steps for improvement". Other teachers wishing to highlight some aspect of a student's development of learning skills and work habits may comment in this space as well.

For Grades 9 to 12, individual teachers will report on the student's development of learning skills and work habits for each course, for each reporting period. Teachers may also include comments about the student's learning skills and work habits in the "Comments" section of the report card provided for each course.

Reporting on Achievement of Curriculum Expectations: Elementary and Secondary

ELEMENTARY PROGRESS REPORT CARDS: GRADES 1 TO 8

For Grades 1 to 8, in the fall, teachers will use the Elementary Progress Report Card (Grades 1 to 6 or Grades 7 and 8) to inform parents of the progress students are making towards achievement of the curriculum expectations for each subject/strand. Teachers will check one of the following to indicate progress:

- ✓ Progressing With Difficulty
- ✓ Progressing Well
- ✓ Progressing Very Well

In the event that a student did not receive instruction in a subject/strand, the teacher will check the NA box.

PROVINCIAL REPORT CARD: GRADES 1 TO 6

For Grades 1 to 6, achievement of the curriculum expectations in each subject/strand is reported on the Elementary Provincial Report Card as a letter grade, with a plus or minus sign as appropriate. The provincial report card provides a chart showing the definitions of the four levels of achievement and their alignment with the letter grades (see Chapter 3, pp. 20–23, and Chapter 5, p. 40, as well as the report card templates in Appendix 2 in this document).

Codes "R" and "I": For Grades 1 to 6, teachers may use the codes "R" and "I" on the report card to inform parents of students' achievement. See the explanation of these codes provided in Chapter 5, pages 41–42.

PROVINCIAL REPORT CARDS: GRADES 7 TO 12

For Grades 7 to 12, achievement of the curriculum expectations for each subject (or strand) or course is reported on the provincial report cards as percentage marks. The report cards provide a chart showing the definitions of the four levels of achievement and their alignment with percentage marks (see Chapter 3, pp. 24–25, and Chapter 5, p. 40, as well as the report card templates in Appendix 2).

Code “R”, Marks Below 50 Per Cent, and Code “I”: See Chapter 5, pages 41–42, for a discussion of the use of:

- “R” in Grades 7 and 8;
- percentage marks below 50 per cent in Grades 9 to 12;
- “I” in Grades 7 to 10.

Completing the Provincial Report Cards: Grades 1 to 8 – Subjects and Strands³

Language

Strands

Fill in the letter grade/percentage mark for each of the four strands for language in the column headed Report 1 or Report 2, as appropriate.

Not Applicable (NA)

Check the “NA” box if the student is enrolled in an immersion French program and is not receiving any language instruction in English.

French

Fill in the letter grade/percentage mark for each strand that is part of the student’s instructional program in the column headed Report 1 or Report 2, as appropriate. If a particular strand is not part of the student’s program during that reporting period, indicate this in the comments and leave the grade/mark column blank.

Not Applicable (NA)

Check the “NA” box if the student does not receive any instruction in French.

Core/Immersion/Extended

Check the appropriate box to indicate the type of program the student is enrolled in.

Native Language

Indicate the Native language in the space provided (e.g., Ojibwa, Cree). Fill in the letter grade/percentage mark for Native language in the column headed Report 1 or Report 2, as appropriate.

3. Information about reporting for Grades 7 and 8 is found both in this section and in the following section, “Completing the Provincial Report Cards: Grades 7 to 12”.

Not Applicable (NA)

Check the "NA" box if the student does not receive any instruction in a Native language.

Mathematics

Strands

Fill in the student's letter grade/percentage mark for at least four of the five strands for mathematics in the column headed Report 1 or Report 2, as appropriate. Achievement in each of the five strands must be reported at least once in the school year, in either Report 1 or Report 2. When achievement in a strand is not reported for Report 1 or Report 2, it should be noted in the comments that instruction was not provided for that strand, and the "NA" box for that strand should be checked.

Science and Technology

Fill in the student's letter grade/percentage mark for science and technology in the column headed Report 1 or Report 2, as appropriate. In the space provided for comments, indicate which strands are being reported in the given period.

Social Studies (Grades 1 to 6)

Fill in the student's letter grade for social studies in the column headed Report 1 or Report 2, as appropriate. In the space provided for comments, indicate which strands are being reported in the given period.

History and Geography (Grades 7 and 8)

Fill in the student's percentage mark for history and/or geography in the column headed Report 1 or Report 2, as appropriate. When students are instructed in only one of history or geography for the reporting period, parents should be informed at the beginning of the reporting period. If either history or geography is not part of the student's program for Report 1 or Report 2, this should be noted in the comments, and the appropriate "NA" box should be checked. Achievement in both history and geography must be reported at least once in the school year, in either Report 1 or Report 2.

Health and Physical Education

Fill in the student's letter grade/percentage mark for health education and physical education in the column headed Report 1 or Report 2, as appropriate.

The Arts

Strands

Fill in the student's letter grade/percentage mark for three of the four strands in the column headed Report 1 or Report 2, as appropriate. Achievement in each of the four strands must be reported at least once in the school year, in either Report 1 or Report 2. When achievement in a strand is not reported for Report 1 or Report 2, it should be noted in the comments that instruction was not provided for that strand, and the "NA" box for the strand should be checked.

Unlabelled Space: Additional Subject

One unlabelled space is provided on the Elementary Provincial Report Cards for an additional subject chosen by schools and/or boards.

Record student achievement for the additional subject in the same way as for other subjects, showing the letter grade/percentage mark for each reporting period if the additional subject is taught in both reporting periods.

"French" Box

Check this box if the student is enrolled in an immersion or extended French program and receives instruction in French for the subject/strand.

Completing the Provincial Report Cards: Grades 7 to 12⁴

Median

The median is the percentage mark at which 50 per cent of the students in the subject/strand/course have a higher percentage mark and 50 per cent of the students have a lower percentage mark. Students who have an "R", a mark below 50 per cent, or an "I" for a particular subject/strand/course on their report card and students whose report cards have the boxes for IEP and/or ESL/ELD checked are included in the calculation of the median.

Grades 7 and 8

Report the grade median. All students in the grade who are studying the subject/strand should be included in the calculation of the median for the subject/strand.

A median is not required for an additional subject, as the subject may not be part of the instructional program for all students in a specific grade during the same reporting period.

4. Information about reporting for Grades 7 and 8 is also found in the preceding section, "Completing the Provincial Report Cards: Grades 1 to 8 – Subjects and Strands".

Grades 9 to 12

Report the course median for each course. All students who are taking the course should be included in the calculation of the median for the course.

Credits Earned: Grades 9 to 12

In the "Credit Earned" column, record the number of credits earned (normally "1" or "0.5", for full and half-credit courses, respectively) for each course that the student has completed successfully. If the credit has not been earned, enter a zero (0).

Withdrawals

If a student withdraws from a course, enter a "W" in the "Credit Earned" column of the report card(s) issued subsequent to the withdrawal. For students (including students with an Individual Education Plan) who withdraw from a Grade 11 or 12 course more than five instructional days after the first report card is issued in a semestered school, or more than five instructional days after the second report card is issued in a non-semestered school, also enter the student's percentage mark at the time of withdrawal in the "Percentage Mark" column.

"SHSM" Box: Grades 11 and 12

Check this box on the first and final report card for semestered courses, and on the first, second, and final report card for non-semestered courses, when a student is taking the course as a credit towards a Specialist High Skills Major.

"French" Box

Check this box if the student receives instruction in French for the course.

Completion of Requirements for Graduation (Grades 9 to 12)

The "Completion of Requirements for Graduation" page is included only with the final secondary report. It must be completed as follows:

In the "Earned This Report" column, record the number of compulsory credits the student has earned in this reporting period, by subject, as listed in the left-hand column, as well as the number of optional credits and the total number of credits earned. Add these figures to the cumulative totals given in the "Earned to Date" column of last year's or last semester's final report card, and record the results in the "Earned to Date" column.

In addition:

- record the number of hours of community involvement activities the student has completed in this reporting period and to date;
- check the “Completed” box to indicate completion of the Ontario Secondary School Literacy Graduation Requirement;
- identify the Specialist High Skills Major a student is working towards, if any, and record the number of credits required for that SHSM under “Total Required”, the number of credits earned this reporting period under “Earned This Report”, and the cumulative number of credits earned under “Earned to Date”.

The section headed “For School Use” may be used to record local requirements, specialized programs completed, or certificates earned by the student.

Special Considerations and Comments in the Reports: Elementary and Secondary

STUDENTS WITH SPECIAL EDUCATION NEEDS

(See Chapter 7 for a detailed discussion of various aspects of assessment and evaluation for students with special education needs.)

Elementary

IEP With Modified Curriculum Expectations

If the expectations in the IEP are based on expectations outlined for a grade in a particular subject and/or strand in an Ontario curriculum document, but vary from the expectations of the regular program for the grade, teachers must check the “IEP” box for that subject/strand on the Elementary Progress Report Card and the Elementary Provincial Report Card. On the provincial report card, teachers must also include the following statement in the section “Strengths/Next Steps for Improvement”:

“This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations.”

IEP With Alternative Learning Expectations

In most cases where the expectations in a student's IEP are alternative learning expectations, it is neither required nor advisable to assign letter grades or percentage marks to represent the student's achievement of the expectations. However, in some cases, when evaluation is based on a clearly articulated assessment tool (e.g., a rubric), a letter grade or percentage mark may be assigned in a subject and/or strand and recorded on the elementary provincial report card. In those cases, teachers must check the "IEP" box for the subject and/or strand and must include the following statement in the section "Strengths/Next Steps for Improvement":

"This (letter grade/percentage mark) is based on achievement of alternative learning expectations in the IEP, which are not based on the Ontario curriculum."

In a very few instances, where the student's program is not based on expectations from the Ontario curriculum for Grades 1 to 8, an alternative format may be used to report the student's progress/achievement (e.g., the evaluation section of the IEP). When using an alternative format, teachers should indicate the student's progress/achievement relative to the expectations identified in the IEP, and should comment on the student's strengths and next steps for improvement. When an alternative format is used, it should accompany the Elementary Progress Report Card and the Elementary Provincial Report Card at the regular reporting times.

IEP With Accommodations Only

If the student's IEP requires only accommodations to support learning in a subject and/or strand, teachers will *not* check the "IEP" box. The letter grade or percentage mark is based on the regular grade expectations.

Secondary

IEP With Modified Curriculum Expectations

For students in Grades 9 to 12, if the student has an IEP that identifies modified expectations, teachers must check the "IEP" box for every course to which the plan applies. If some of the student's learning expectations for a course are modified from the curriculum expectations, but the student is working towards a credit for the course, it is sufficient simply to check the "IEP" box. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course (see section 7.12 of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* [currently under revision]), teachers must include the following statement in the "Comments" section (along with comments about the student's achievement):

"This percentage mark is based on achievement of the learning expectations specified in the IEP, which differ significantly from the curriculum expectations for the course."

If the student is not working towards a credit in the course, a zero (0) should be entered in the "Credit Earned" column.

IEP With Alternative Learning Expectations

In most cases where the expectations in a student's IEP are alternative learning expectations, it is neither required nor advisable to assign percentage marks to represent the student's achievement of the expectations. However, in some cases, when evaluation is based on a clearly articulated assessment measure (e.g., a rubric), a percentage mark may be assigned and recorded on the secondary report card. In those cases, teachers must check the "IEP" box for that course and must include the following statement:

"This percentage mark is based on achievement of alternative learning expectations specified in the IEP, which are not based on the Ontario curriculum."

In a very few instances, where none of the student's learning expectations are derived from the curriculum expectations in the Ontario curriculum for Grades 9 to 12, an alternative format may be used to report the student's achievement (e.g., the evaluation section of the IEP). When using an alternative format, teachers should indicate the student's achievement relative to the expectations set out in the IEP, and should comment on the student's strengths and next steps for improvement. When an alternative format is used, it should accompany the Provincial Report Card, Grades 9–12, at the regular reporting times.

IEP With Accommodations Only

If the student's IEP requires only accommodations to support learning in a course, teachers will not check the "IEP" box. The percentage mark is based on the regular course expectations.

ENGLISH LANGUAGE LEARNERS

Elementary

For Grades 1 to 8, when a student's achievement is based on expectations modified from the grade-level curriculum expectations to support English language learning needs, teachers will indicate this by checking the "ESL/ELD" boxes on the progress report cards and the provincial report cards for the appropriate subject(s)/strand(s).

Secondary

For Grades 9 to 12, when a student's achievement is based on expectations modified from the course curriculum expectations to support English language learning needs, teachers will indicate this by checking the "ESL/ELD" box on the provincial report card for the appropriate course. Where a modification is made to course curriculum expectations, the principal will work collaboratively with the classroom teacher to determine the integrity of the credit.

Note: For an English language learner, when modifications to curriculum expectations have been made to address both language learning needs and special education needs, the teacher will check both the "ESL/ELD" box and the "IEP" box. Ministry policy for English language learners states that students can be eligible for both ESL/ELD and special education services.

TEACHER, STUDENT, AND PARENT COMMENTS

Teacher Comments

Space is provided on all progress report cards and provincial report cards from Grade 1 to Grade 12 for teachers to make anecdotal comments about students' achievement of curriculum expectations or, in the case of the Elementary Progress Report Cards, progress towards achievement of the expectations.

In writing anecdotal comments, teachers should focus on what students have learned, describe significant strengths, and identify next steps for improvement. Teachers should strive to use language that parents will understand and should avoid language that simply repeats the wordings of the curriculum expectations or the achievement chart. When appropriate, teachers may make reference to particular strands. The comments should describe in overall terms what students know and can do and should provide parents with personalized, clear, precise, and meaningful feedback. Teachers should also strive to help parents understand how they can support their children at home.

It is important that teachers have the opportunity to compose and use personalized comments on report cards as an alternative to selecting from a prepared set of standard comments. School boards should not enact policies that prevent teachers from providing personalized comments on report cards. It is expected that principals will support best practice and encourage teachers to generate their own comments.

In the case of the Elementary Progress Report Cards, it is not necessary for teachers to comment on all subjects/strands in the one space provided for comments.

For students in Grades 1 to 8 whose achievement is reported as “R” on the provincial report card, and for students in Grades 9 to 12 whose achievement is recorded at below 50 per cent, teachers should describe specific remedial measures that are planned or strategies that have been developed to address the student’s specific learning needs and promote success in learning, as well as the kind of parental support that will be required. In such cases, teachers should contact the parents as soon as possible in order to consult with them and involve them in supporting the student.

Student and Parent Comments

Elementary Progress Report Card

A space is provided at the bottom of the second page of the Elementary Progress Report Cards for individual boards. In this space, boards may include notes or information from teacher-student-parent conferences; the student’s and/or the parent’s comments or reflections; and goals, next steps, and/or action plans. (See also p. 50 for information on the use of this space.)

Elementary Provincial Report Card

Spaces and comment stems are provided in a tear-off section on the third and fourth pages of the Elementary Provincial Report Cards for student and parent comments. The stems are as follows:

Student’s Comments

- My best work is:
- My goal for improvement is:

Parent’s/Guardian’s Comments

- My child has improved most in:
- I will help my child to:

Even if parents and students do not wish to comment on or discuss the report card, parents must sign the tear-off section and return it to the school to indicate that they have seen the report card. Parents should keep the other parts of the report card for their own records. Parents who wish to keep a copy of their child’s and/or their own comments should be provided with a copy of the tear-off section by the school.

Secondary

Space and comment stems are provided for student comments in a tear-off section on all provincial report cards for Grades 9–12 except the final report. The stems are as follows:

Student's Comments

- My best work is:
- My goal for improvement is:

Parents, even if their child does not write comments, must sign the tear-off section and return it to the school to indicate that they have seen the report card. Parents should keep the other parts of the report card for their own records. Parents who wish to keep a copy of their child's comments should be provided with a copy of the tear-off section by the school.

CONTEXT

The progress report cards and the provincial report cards ensure that all students attending publicly funded elementary and secondary schools in Ontario, and their parents, receive standard, clear, detailed, and straightforward information about student progress and achievement based on the expectations and standards outlined in the Ontario curriculum for Grades 1 to 12.

The Elementary Progress Report Cards are new and will support teachers in using assessment *for* learning and *as* learning in the first weeks of the school year (see Chapter 4). The progress report cards are intended to become a central part of rich discussions with students and their parents in the context of proactive interviews or conferences that will help to establish a positive tone for the remainder of the school year. In this way, students and parents can gain a better understanding of students' learning skills and work habits, and students' learning goals can be clarified and understood by all. Such communication will help establish a culture of learning and improve students' opportunities for achieving success. Boards are encouraged to complete the design of the Elementary Progress Report Cards in such a way that parents feel they are welcome, and indeed encouraged, to participate in their children's learning. Boards are expected to develop a process to allow the progress report cards to be completed collaboratively, in order to strengthen home-school relationships.

Reporting on students' development of the learning skills and work habits and on their achievement of the curriculum expectations is an extremely important function of the teaching profession. It is essential for the reported information to be valid, fair, and determined and recorded in a consistent way across the province.

Every report has a significant impact for students and parents. Certain reports have a greater overall impact – they can affect programming decisions in elementary school, and graduation in secondary school. For secondary school students, information on report cards can affect employment opportunities, postsecondary placements, and eligibility for scholarships.

Given the importance of evaluation and reporting, educators and administrators across the province must have a common understanding of the task and the rules that govern the task. We must continually strive for accuracy and consistency across schools and boards throughout Ontario and employ effective tools and strategies to support the effort.

Templates

The following is a complete list of templates for the progress report cards and the provincial report cards. These templates are provided in Appendix 2, "Progress Report Card and Provincial Report Card Templates".

Elementary Progress Report Card, Grades 1–6 – public schools

Elementary Progress Report Card, Grades 1–6 – Roman Catholic schools

Elementary Provincial Report Card, Grades 1–6 – public schools

Elementary Provincial Report Card, Grades 1–6 – Roman Catholic schools

Elementary Progress Report Card, Grades 7 and 8 – public schools

Elementary Progress Report Card, Grades 7 and 8 – Roman Catholic schools

Elementary Provincial Report Card, Grades 7 and 8 – public schools

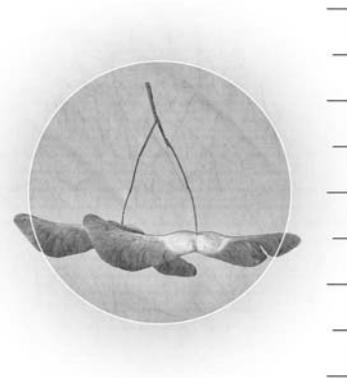
Elementary Provincial Report Card, Grades 7 and 8 – Roman Catholic schools

Provincial Report Card, Grades 9–12 – first report for a semestered school

Provincial Report Card, Grades 9–12 – final report for a semestered school

Provincial Report Card, Grades 9–12 – first/second report for a non-semestered school

Provincial Report Card, Grades 9–12 – final report for a non-semestered school



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STUDENTS WITH SPECIAL EDUCATION NEEDS: MODIFICATIONS, ACCOMMODATIONS, AND ALTERNATIVE PROGRAMS

STUDENTS WITH SPECIAL EDUCATION NEEDS: MODIFICATIONS, ACCOMMODATIONS, AND ALTERNATIVE PROGRAMS

POLICY

According to Policy/Program Memorandum No. 11, “Early Identification of Children’s Learning Needs” (1982), every school board in Ontario must have procedures in place to identify the level of development, learning abilities, and needs of every child who is enrolled in the school, and to ensure that educational programs are designed to accommodate those needs and to facilitate the child’s growth and development. These procedures are part of a process of *continuous assessment and program planning* that should be initiated when a child is first enrolled in school and that should continue throughout a child’s school life.

For students with special education needs, assessment and evaluation are key components of programming, as the Education Act makes clear: “Special education program’ means, in respect of an exceptional pupil, an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil” (Education Act, S.1(1)).

A student’s Individual Education Plan (IEP) describes his or her educational program and any accommodations that may be required. The IEP specifies whether the student requires:

- accommodations only; or
- modified learning expectations, with the possibility of accommodations; or
- an alternative program, not derived from the curriculum expectations for a subject/grade or a course.

For a student with special education needs who requires modified or alternative expectations, assessment and evaluation of his or her achievement will be based on the modified curriculum expectations or alternative expectations outlined in the student’s Individual Education Plan (IEP). For a student with special education needs who requires “accommodations only”, as described in his or her IEP, assessment and evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels outlined in the curriculum documents. (Note that the IEP also identifies accommodations for provincial large-scale assessments, which are consistent with accommodations required for regular classroom assessment and evaluation and permitted by the Education Quality and Accountability Office [EQAQ].)

Policy for reporting the achievement of students with special education needs using the elementary and secondary provincial report cards and the Elementary Progress Report Cards is outlined in Chapter 6, “Reporting Student Achievement”.

CONTEXT

The primary purpose of assessment and evaluation for students with special education needs, as for all students, is to improve student learning. To achieve this goal for students with special education needs – that is, to provide the most effective programming possible to support student achievement – it is especially important to review and ensure the ongoing effectiveness of instructional strategies. Assessment for students with special education needs should be an ongoing and continuous process that is an integral part of the daily teaching and learning process.

Teachers working with students who have special education needs use assessment and evaluation strategies to:

- specify and verify the student’s needs;
- support accurate decisions about the student’s program;
- support a range of other decisions, such as those relating to referrals, screening, classification, instructional planning, and determining next steps;
- help determine particular interventions that may be necessary to enable the student to demonstrate achievement.

In planning a program for a student with special education needs, the teacher, with the support of an in-school team and/or a special education teacher, begins by considering the student’s strengths and needs and his or her instructional level. A student’s instructional level is usually determined on the basis of educational assessments conducted by teachers, taking into account other professional assessment data, when such data are available and when it is appropriate to do so. Teachers use a variety of educational assessment strategies and tools, which may include (but are not limited to) direct observation, portfolios, journals, rubrics, tests, projects, and self- and peer assessment. Data from assessments, along with information from parents and others who have worked with the student, provide a detailed picture of the student’s learning needs. In the light of this information, the teacher considers the curriculum expectations that are appropriate for the student’s instructional level and, in consultation with the in-school team and/or the special education teacher, determines whether the student requires:

- no accommodations or modifications;
- accommodations and/or modified learning expectations; or
- an alternative program, not derived from the curriculum expectations for a subject/grade or a course.

Accommodations

Students with special education needs may require accommodations to allow them to participate in the curriculum and to demonstrate achievement of the expectations. Accommodations include individualized teaching and assessment strategies, human supports, and/or individualized equipment. In a subject or course identified in the student's IEP as "Accommodated Only", the provincial curriculum expectations are not altered.

Assessment accommodations are changes in procedures that enable the student to demonstrate his or her learning. These may include:

- visual supports to clarify verbal instructions, assistive devices, or some form of human support;
- alternative methods for the student to demonstrate his or her achievement of expectations (e.g., allowing the student to take tests orally) or the allowance of extra time to complete the assessment;
- alternative settings that may be more suitable for the student to demonstrate his or her learning.

If accommodations are required to assess and evaluate student learning, the strategies to be used are outlined in the student's IEP.

Modified Expectations

Modifications are changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level. (See *The Individual Education Plan (IEP): A Resource Guide, 2004* for details about modified expectations in different subjects/disciplines at the elementary and secondary levels. See also section 7.12 of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* [under revision], as well as Chapter 6 of the present document, for information about reporting achievement, and the granting of credit at the secondary level, in connection with modified expectations.)

Alternative Learning Expectations

Alternative learning expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute alternative programs or alternative courses (i.e., secondary school courses). Examples of alternative programs/courses include: speech remediation, social skills, orientation/mobility training, and personal care programs. Alternative programs/courses are provided in both the elementary and the secondary school panels.

For some students, alternative programs/courses might be provided in addition to subjects/courses that are based on modified or regular grade-level expectations from the Ontario curriculum. For a small percentage of students, the student's entire program/course may comprise alternative learning expectations.

Alternative learning expectations should be measurable and should specify the knowledge and/or skills that the student should be able to demonstrate independently, given the provision of appropriate accommodations. Planning for the assessment and evaluation of a student's learning should be incorporated in the development of each alternative learning expectation. The student's achievement of the alternative learning expectations outlined in the IEP should be assessed and evaluated using a variety of methods.

In most cases, it is neither required nor advisable to assign letter grades or percentage marks on the report cards to represent the student's achievement of alternative learning expectations. However, in some cases, when evaluation is based on a clearly articulated assessment tool (e.g., a rubric), a letter grade or percentage mark may be assigned in a course, subject, and/or strand.

Student achievement may be reported to parents by means of anecdotal comments noted in the progress report cards (elementary) and provincial report cards (elementary/secondary) or in an alternative format (e.g., in the evaluation section of the IEP). When an alternative format is used, it should accompany the progress report card or the provincial report card at the regular reporting times.

Provincial Large-Scale Assessments

Accommodations for provincial large-scale assessments⁵ are identified in the student's IEP. As noted in the "Policy" section, above, they need to be consistent with the accommodations required for regular classroom assessment and evaluation, as indicated in the IEP, and be permitted by the Education Quality and Accountability Office (EQAO). The wording used in the IEP to describe accommodations for provincial large-scale assessments should be consistent with the wording used in the EQAO documents.

Possible accommodations include adjustments in scheduling, changes in setting, the use of assistive devices, and adjustments to the presentation and response formats used in the assessments.

Information on permitted accommodations can be found in the following EQAO documents:

- for the Ontario Secondary School Literacy Test: *The Ontario Secondary School Literacy Test. Guide for Accommodations, Special Provisions, Deferrals, and Exemptions: Support for Students With Special Education Needs and English Language Learners*
- for the Grade 9 assessment of mathematics: *Guide for Accommodations and Special Provisions*
- for the Primary Division (Grades 1–3) and Junior Division (Grades 4–6) assessments of reading, writing, and mathematics: *Guide for Accommodations, Special Provisions and Exemptions*

5. See Appendix I for a discussion of provincial, national, and international large-scale assessments.

Teachers and principals need to make every effort to enable students with special education needs to participate with their peers in all aspects of a provincial large-scale assessment and demonstrate the full extent of their learning. In rare cases, an exemption from a specific portion of the assessment or from the entire assessment may be considered by the principal if, even given the full range of permitted accommodations, the student would not be able to provide evidence of learning under the circumstances of the assessment. The decision about any exemption must always be made on an individual basis. Reference should be made to the annual EQAO instructions regarding the exemption policy.

The IEP indicates when an exemption is planned for part or all of a particular provincial large-scale assessment, and includes an explanatory statement that outlines the reasons for the decision, quoting the relevant EQAO exemption criteria.

Assessments by Other Professionals

Assessment information from various sources may need to be considered to facilitate the development of appropriate educational programs for students with special education needs. Assessment data and results that have been gathered about a diverse range of skills by a variety of professionals can provide comprehensive information to guide the development of the student's IEP and assist in the determination of educationally relevant goals, objectives, and implementation strategies that are based on the unique learning profile of the individual student.

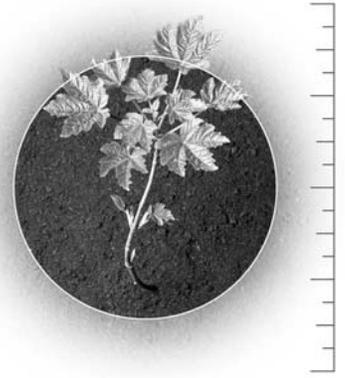
Possible types of assessments include medical/health assessments (vision, hearing, physical, and neurological); speech/language assessments; occupational therapy/physiotherapy assessments; and behavioural, psychological, and psychiatric assessments.

Ongoing Assessment and Program Adjustment

Information gathered from ongoing assessment may indicate that the IEP needs to be adjusted by the teacher, in consultation with the in-school team and/or the special education teacher, the student, and the student's parents, in one or more of the following ways:

- developing new learning expectations or revising annual program goals, if learning is proceeding at a faster rate than anticipated in the plan;
- breaking learning expectations into smaller steps or adjusting annual program goals, if learning is proceeding at a slower rate than anticipated in the plan;
- altering the teaching and assessment strategies used and/or the type of individualized equipment or level of human support provided.

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ENGLISH LANGUAGE LEARNERS: MODIFICATIONS AND ACCOMMODATIONS

ENGLISH LANGUAGE LEARNERS: MODIFICATIONS AND ACCOMMODATIONS

POLICY

When curriculum expectations are modified in order to meet the language-learning needs of English language learners (often referred to as ELLs), assessment and evaluation will be based on the documented modified expectations. This will be noted on the Elementary Progress Report Cards and the elementary and secondary provincial report cards, and will be explained to parents. Teachers, in collaboration with their principals, will determine the most effective way to document the modification of curriculum expectations for English language learners.

Teachers will check the ESL/ELD box on the progress report cards and the provincial report cards to indicate that modifications have been made to curriculum expectations to address the language learning needs of English language learners.

The ESL/ELD box should *not* be checked to indicate:

- that the student is participating in ESL or ELD programs or courses; or
- that accommodations have been provided to enable the student to demonstrate his or her learning (e.g., extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student's first language).

School boards will develop a protocol for identifying English language learners who may also have special education needs. If information from the student's home country, from initial assessment, or from early teacher observation indicates that the student may have special education needs, the student will be referred to the appropriate school team. Where special education needs have been identified, either in the initial assessment or through later assessments, students are eligible for ESL or ELD services and special education services simultaneously. The development of an IEP for an English language learner will take into consideration both needs related to language learning and needs related to the student's exceptionality.

For further information about provisions related to English language learners, see the ministry publication *English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007*.

CONTEXT

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English-language schools is a language other than English. Ontario's linguistic heritage includes many First Nation and Inuit languages; the Métis language; many African, Asian, and European languages; and some varieties of English that differ significantly from the English required for academic success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English are spoken, or in which the variety of English spoken differs significantly from the English used in Ontario classrooms. Other English language learners have arrived in Ontario as newcomers from other countries. These students may have experience of highly sophisticated educational systems, or they may come from regions where access to formal schooling was limited.

Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes.

It is essential for all educators to understand the distinction between modifications and accommodations as well as the importance of providing either or both, as needed, to English language learners. These measures contribute to fairness and social justice for many students in an increasingly multicultural environment.

Accommodations

A variety of types of accommodations may be used to support English language learners as they develop English language proficiency. These include the following:

Accommodations related to *instructional strategies*, such as

- extensive use of visual cues;
- use of graphic organizers;
- strategic use of students' first languages;
- allowance of extra time;
- pre-teaching of key words;
- simplification/repetition of instructions as needed;
- simultaneous use of oral and written instructions.

Accommodations related to *learning resources*, such as

- extensive use of visual materials;
- use of adapted texts and bilingual dictionaries;
- use of dual-language materials;
- use of technology.

Accommodations related to *assessment strategies*, such as

- allowance of extra time;
- use of alternative assessment strategies (e.g., oral interviews, learning logs, or portfolios);
- use of simplified language and instructions (e.g., in the context of tasks that require completion of graphic organizers and cloze sentences).

Modifications

Modification of some or all of the curriculum expectations may be required to support English language learners, especially those who are in the early stages of learning English or those who have had limited prior schooling.

The following examples indicate the types of modifications that may be appropriate.

- **Grade 8 language expectation, Writing strand:**
(Students will) write complex texts of a variety of lengths, using a wide range of forms.
- **Modified expectation:**
(The student will) write patterned short texts using specified forms.
- **Grade 9 Academic mathematics expectation, Data Management and Probability strand:**
(Students will) describe trends and relationships observed in data, make inferences from data, compare the inferences with hypotheses about the data, and explain any differences between the inferences and the hypotheses.
- **Modified expectation:**
(The student will) identify and demonstrate trends and relationships observed in data, make an inference from the data, and show [his or her] thinking.

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E-LEARNING

E-LEARNING

POLICY

E-learning is one of a number of alternative methods school boards can use to supplement traditional classroom teaching in order to deliver credit courses to Ontario secondary school students. (Other alternative methods include cooperative education, the Ontario Youth Apprenticeship Program, and independent study.) School boards deliver provincially developed e-learning credit courses through the provincial Learning Management System (LMS).

Teachers who teach using online courses and tools, whether through the provincial LMS or another learning management system, must abide by the provincial assessment, evaluation, and reporting policies outlined in the present document. In addition, school boards offering e-learning courses through the provincial LMS must follow the directives for the delivery of those courses outlined in *E-Learning Ontario: Policy Document, 2006*. The first section of that document provides policies related to board delivery of e-learning courses, including the rights and responsibilities of district school boards, district e-learning contacts, the principal of the student's home school, the supervising principal in the board offering the course, e-learning teachers, and e-learning students. Provisions in this first section of the document that pertain to the assessment and evaluation of student achievement in e-learning courses encompass assessment strategies, the final examination and/or other form of evaluation, and communication about student achievement with parents and students. The second section of the document outlines policies on the acceptable use of communications tools that are available through the LMS and the Ontario Educational Resource Bank (OERB), including threaded discussions, e-mails, and chats; hardware, software, and technologies associated with e-learning; the technical help desk; and so on. The third section of the document sets out the terms and conditions under which students, parents, and staff members may access and use the online resources and services that make up e-Learning Ontario, including "general behaviour expectations" for all users. (The policy document can be found at http://edu.gov.on.ca/elearning/pdf/Policy_document.pdf.)

CONTEXT

The Ontario e-learning initiative is designed to benefit students and educators by broadening the range of learning opportunities available to all students for completing graduation requirements and preparing for postsecondary destinations. This initiative helps boards to support many key elements of the Student Success strategy by:

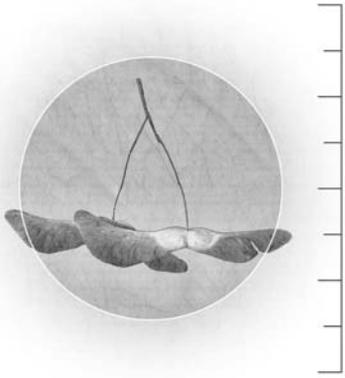
- providing students in small, rural, and isolated schools with equitable access to diverse courses and learning resources;

- allowing all students greater flexibility and choice in completing the requirements for the Ontario Secondary School Diploma;
- providing additional options for credit recovery (see Chapter 10);
- providing alternative formats for the delivery of courses to meet student needs (e.g., the needs of students who are under suspension or expulsion, or who may be unable to attend because of physical or mental illness or other special circumstances);
- providing students with the opportunity to take an e-learning course in order to develop the skills needed to succeed in online learning at the postsecondary level or online training in industry.

Online credit courses are provided by the Ministry of Education through the provincial LMS and are delivered by school boards across the province. School boards select courses they wish to offer from a list of courses available on the ministry website (at http://edu.gov.on.ca/elearning/courses2009_10.html), customize them to meet students' needs and local needs, and then assign their own teachers to teach them using a wide range of collaborative and administrative tools provided in the LMS. In some cases, students from other boards may also be enrolled.

Online courses meet the same rigorous assessment and evaluation standards as courses taught in traditional classrooms. This is achieved through:

- the *design of courses* and their related assessment and evaluation instruments and strategies;
- the variety and robustness of *tools within the learning management system*, such as chats, threaded discussions, blogs, whiteboards, quizzes, student tracking tools, and teacher feedback tools;
- provisions for *teacher mediation of e-learning courses* (including allowing teachers to modify the course content to meet their students' needs), and for *teacher training* related to the delivery of online courses;
- *implementation strategies* put in place by school boards and *teacher training* provided by the ministry.



CREDIT RECOVERY

CREDIT RECOVERY

POLICY

Credit recovery is designed to help regular day school students at the secondary level meet the expectations of a course they have completed but for which they have received a failing grade.⁶

Boards and schools should make credit recovery programs available to students who have been unsuccessful in achieving the expectations of a course. (See policy regarding the use of “I” on the final report card, outlined in Chapter 5, page 42.) Credit recovery may be delivered as part of the regular day school program and/or at summer school, and must be taught by a qualified teacher. Schools should develop credit recovery programs to suit the needs of their students. Students may work on recovering more than one credit concurrently through the credit recovery process, and there is no limit on the number of credits a student may recover.

Guiding Principles

The guiding principles listed below are intended to provide a consistent framework for the development of credit recovery programs across the province:

1. Credit recovery is part of a whole school culture and has equal status with other forms of course delivery.
2. Credit recovery is not a replacement for effective, positive instruction and intervention during the initial credit attempt, including the normal supports provided through special education.
3. Credit recovery is one of several options for any student who fails, but the final determination of credit recovery placement is made by the credit recovery team.
4. Decisions regarding the final placement in credit recovery programs must consider all factors that limited success.
5. The final credit granting for credit recovery programs is the responsibility of the principal.
6. Access to credit recovery must be through a recommendation by the principal and agreed to by the student and, where appropriate (e.g., students under the age of majority), the parent(s)/guardian(s), who must share some responsibility for the learning.
7. Credit recovery programming must consider all factors that limited success in the initial program.

6. According to the memorandum from the Deputy Minister of Education dated June 28, 2006, “Credit Recovery”, credit recovery is to be implemented in Ontario secondary schools in accordance with specified provisions recommended by the Ontario Student Success Commission, as outlined in this chapter.

8. The teacher of the initial program (the subject teacher) must provide the credit recovery team with relevant information to be considered when placing the student.
9. Programs must be pedagogically sound and have real and credible educational value. The integrity of the recovered credit must be preserved by the student demonstrating achievement of the overall course expectations.
10. Students must have an opportunity to meet course expectations. Students must have an opportunity to demonstrate achieving course expectations in a variety of ways.
11. Within a board's capacity to deliver credit recovery programs and adhering to the terms and conditions of collective agreements, credit recovery programs should be available to every student in publicly funded schools and are to be delivered by members of the Ontario College of Teachers employed by the board.
12. Eligibility to gain access to a credit recovery program shall be based on a variety of indicators and not solely on a mark designation.
13. The final percentage mark should reflect the achievement of all course expectations. Depending on the student's credit recovery program, the percentage mark may be based solely on performance in the credit recovery program or may include results from the initial course and/or measures of prior learning. Regardless of the method used to determine the final percentage mark, the evaluation practices must be consistent with ministry and board policy.

All credit recovery programs must be consistent with the guiding principles outlined above, and must be based on current ministry-approved courses. Locally developed courses and resources that support viable credit recovery and are consistent with the guiding principles should continue to be used and developed.

The Credit Recovery Team

The credit recovery team is a subset of the school's Student Success team, responsible for determining the placement of students in credit recovery programs. The team convenes periodically, as required to determine placement of a student who has failed a course.

For the purpose of determining whether a student will be placed in a credit recovery program, the credit recovery team must comprise, at a minimum, the school principal (or designate), the Student Success teacher, and the Guidance Head (or designate, where there is no collective agreement provision for a Guidance Head). Where appropriate, other staff, including, for example, professional support staff, subject teachers, credit recovery teachers, a Special Education Head (or designate), and elementary feeder school staff, may be included on the team to inform discussions about individual student placement.

The Process for Determining Eligibility for Credit Recovery

For every student who fails a course, the subject teacher must complete, and submit to the credit recovery team, a Recommended Course Placement Form that is limited to the teacher's recommendation for one of the following options for a student who has failed a course:

- repeating the entire course (in the same course type or in a different course type)
- summer school
- night school
- credit recovery

When credit recovery is recommended, the subject teacher must provide the following information:

- the final percentage mark for the course
- a breakdown of all percentage marks for the course, which must be attached to the Recommended Course Placement Form and may be presented in whatever form the subject teacher employs for recording percentage marks
- reasons supporting a recommendation for credit recovery

Although the professional opinion of the subject teacher is the primary impetus for a credit recovery placement, there may be exceptional circumstances when the credit recovery team determines that credit recovery is the most appropriate placement for a student who has not been recommended for placement by the subject teacher. Such a determination would tend to occur in instances where the subject teacher does not have all the information about a student that is available to the credit recovery team. In these exceptional situations, the principal (or designate) may require the subject teacher to submit a modified Recommended Course Placement Form with the following components:

- the final percentage mark for the course
- a breakdown of all percentage marks for the course, which must be attached to the Recommended Course Placement Form and may be presented in whatever form the subject teacher employs for recording percentage marks

The credit recovery team identifies students who are to be considered for placement in a credit recovery program on the basis of the Recommended Course Placement Form and/or additional information, if required. For any additional information, the credit recovery team and/or the Student Success teacher should consult with the subject teacher, a professional student support worker, or any other person deemed by the credit recovery team to have information relevant to the decision-making process.

Credit Recovery Profile

When the credit recovery team identifies a student as eligible for a credit recovery program, the subject teacher is required to complete a Credit Recovery Profile and submit it to the team. The team is responsible for providing the profile to the credit recovery teacher.

The Credit Recovery Profile should include such items as:

- units/concepts/expectations not successfully achieved;
- relevant information related to learning skills and work habits.

Note: The Recommended Course Placement Form and the Credit Recovery Profile may be combined into one form with two parts. The Recommended Course Placement Form (Part 1) would be completed as described above and submitted to the credit recovery team. For a student selected for credit recovery, the combined form would be returned to the subject teacher and the Credit Recovery Profile (Part 2) would be completed, then returned to the credit recovery team. Whether a board uses a combined form or two separate forms, the forms must be completed by the end of the semester or by the end of the year, depending on the school's structure.

The Credit Recovery Learning Plan

For students who are recommended for and who accept admission into a credit recovery program, a Credit Recovery Learning Plan will be developed by the credit recovery teacher, in consultation with the student, and will be shared with the student and his or her parents, if the student is under the age of eighteen. If the credit recovery team believes that it is in the best interest of the student to do so, the student and his or her parents, if the student is under the age of eighteen, may be required to sign the Credit Recovery Learning Plan.

The learning plan, which is developed on the basis of the Credit Recovery Profile, is intended to address the student's individual needs and should include items such as the following:

- attendance expectations
- workload expectations
- how units of instruction to be recovered will be identified
- which units of instruction will be recovered
- whether or not a culminating activity/end task will be required
- how a final percentage mark will be determined

The Relationship Between the Credit Recovery Teacher and the Subject Teacher

The subject teacher and the credit recovery teacher are encouraged to consult with each other as needed in order to provide the maximum support for the student. It is understood that such collaboration is voluntary and dependent on the availability of time and resources.

Credit Recovery Limitations

Students who have, within the last two years, completed an Ontario curriculum course or a ministry-approved course for which they received a failing grade may be approved by the school's credit recovery team to recover the credit through the credit recovery process. Students may only recover the credit of the actual course failed; they may not use credit recovery to earn credit for a course of a different type, grade, or level in the same subject or for a course that they have neither taken nor failed. For example, a student who fails MPM1D can only recover MPM1D and is not eligible to recover MFM1P. Students who withdraw from a course are not eligible to recover it through the credit recovery process.

There is no minimum percentage mark requirement in the original course for eligibility for credit recovery. The percentage mark achieved in the original course is only one factor considered in determining admission. The team must take into account factors that affected the student's achievement.

Credit Recovery Programming, Assessment, and Evaluation

To ensure the integrity of the recovered credit, the student must demonstrate achievement of all of the overall expectations for the course. However, only the overall expectations for which the student did not demonstrate achievement at level 1 or above in the original course (as indicated in the credit recovery profile provided by the subject teacher) must be covered in instruction and assessed and evaluated in the credit recovery program. A credit recovery learning plan must be developed to identify the expectations to be covered and indicate appropriate teaching strategies.

The final grade a student receives for each course in Grades 9 to 12 taken through a credit recovery program must be determined individually, must be based on the student's achievement of overall expectations, and will be determined as follows:

Seventy per cent of the final grade will be determined by one of the two options indicated below, depending on the student's credit recovery program. This portion of the grade should reflect the student's most consistent level of achievement, although special consideration should be given to more recent evidence of achievement, consistent with the policy on evaluation outlined in Chapter 5 of this document.

Option 1: The final grade may be based solely on the student's performance in the credit recovery program.

Option 2: Where the credit recovery term has determined that the results of previous evaluation will be recognized towards credit recovery, the final grade may be determined by merging the percentage marks that the student received for the successful achievement of course expectations in the original course (as provided by the subject teacher and evidenced on the credit recovery profile) and the percentage marks determined through evaluation conducted during the credit recovery program.

Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content, consistent with the evaluation policy outlined in Chapter 5 of the present document. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

A student who does not meet the expectations outlined in his or her credit recovery learning plan may fail in the attempt to recover a credit. This failing grade is reported on the transcript for Grade 11 and 12 courses each time the student attempts a course, unless the student withdraws prior to the completion or submission of the culminating activity.

CONTEXT

The Ontario Student Success Commission identified credit recovery as an essential option for students who fail one or more credits. It is important that boards ensure delivery of a high-quality credit recovery experience to each student who participates in the program.



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APPENDIX 1: LARGE-SCALE ASSESSMENTS

APPENDIX 1: LARGE-SCALE ASSESSMENTS

Large-scale assessments differ from classroom assessment and evaluation in their purposes and in the way they are designed, administered, and scored. Classroom assessment and evaluation strategies are developed by teachers to help individual students take the next steps in learning and to determine and inform students and parents of the student's achievement. Large-scale assessments, by contrast, are one-time measures, developed by institutions or agencies at a provincial, national, or international level and designed primarily to provide snapshots of the strengths and weaknesses of education systems.

Large-scale assessments are administered at key stages in students' education. They contain standardized content and are administered and scored according to standardized procedures. They enable governments and school boards to compare results over time in a consistent and objective manner, providing information that can be used to develop education policies and allocate resources. These objective measures of student achievement also help to build public confidence in the ability of governments and educators to readily identify key areas in which the education system needs improvement. Both classroom assessment and evaluation and large-scale assessments are important and useful and, when taken together, paint a comprehensive picture of the learning and achievement of students.

Provincial Large-scale Assessments

The legislation (Bill 30) that established the Education Quality and Accountability Office (EQAO) also requires all students in publicly funded schools to participate in provincial large-scale assessments.

The EQAO annually develops, administers, and reports the results of large-scale assessments that are based on the Ontario curriculum for all students in publicly funded schools, as follows:

- assessment of reading, writing, and mathematics, Primary Division (Grades 1–3)
- assessment of reading, writing, and mathematics, Junior Division (Grades 4–6)
- Grade 9 assessment of mathematics (Applied and Academic)
- the Ontario Secondary School Literacy Test (OSSLT; first administered to students in Grade 10)

These provincial assessments provide data about student achievement to principals, teachers, parents, the public, school district staff, and the government and are used to help educators:

- identify strengths and areas for improvement in individual students' learning;
- identify strengths and areas for improvement in the education system;
- develop education policies, allocate resources, and determine the success of those policies and resource allocations;

- identify the need for targeted interventions and supports and provide them where required;
- identify the need for and make decisions about capacity building and specific instructional practices;
- celebrate successes.

The Ontario provincial assessments include all students and therefore provide data for individual students, schools, and boards, as well as the province as a whole. Such extensive data could not be obtained by testing only samples of students. The provincial assessments provide a snapshot of students' achievement and are only one measure of students' overall achievement. Provincial test results should be considered together with the wealth of information collected by teachers over the years through classroom assessment and evaluation. Together, EQAO assessments and classroom assessment and evaluation constitute a comprehensive profile of student learning.

In the case of the Primary Division (Grades 1–3) and the Junior Division (Grades 4–6) assessments, the test results are not incorporated into grades recorded on students' elementary provincial report cards.

In the case of the Grade 9 mathematics assessment, teachers are given the option of marking all or a portion of their students' work on the assessment and incorporating the marks in their determination of the students' final grades for the mathematics courses.

In the case of the OSSLT, students who pass the test meet the literacy graduation requirement, which is one of thirty-two (32) requirements for the Ontario Secondary School Diploma.

The results of the provincial assessments should not be used to rank schools or school boards. Rankings tell us nothing about why the scores are high or low. Further, they invite simplistic and misleading comparisons that ignore the particular circumstances affecting achievement in each school and school board. Rankings tend to distract educators and the public from addressing the critical issue of how to improve learning for all students.

National and International Large-scale Assessments

Sample groups of Ontario students often participate in national and international large-scale assessments. These include the following.

NATIONAL LARGE-SCALE ASSESSMENT

The Pan-Canadian Assessment Program (PCAP), developed by the Council of Ministers of Education, Canada (CMEC), is the current national large-scale assessment. PCAP is administered every three years to assess the reading, mathematics, and science knowledge and skills of Grade 8 students across the country.

The goals of PCAP are to:

- inform Canadians about how well their education systems are meeting the needs of students and society;
- give the ministers of education a basis for analysing and evaluating the curriculum and other aspects of their school systems;
- inform educational policies to improve approaches to learning, with a focus on mathematics, reading, and science;
- provide useful background information using complementary context questionnaires for students, teachers, and school administrators;
- provide participating jurisdictions with data they can use to validate the results of their own assessment programs and identify and guide needed improvements.

INTERNATIONAL LARGE-SCALE ASSESSMENTS

Programme for International Student Assessment (PISA)

The Programme for International Student Assessment (PISA) is a collaborative effort among member countries of the Organisation for Economic Co-operation and Development (OECD). PISA reports on reading literacy, mathematical literacy, and scientific literacy every three years for fifteen-year-old students. In addition, students and school principals complete questionnaires to collect contextual information.

PISA measures skills that are generally recognized as key outcomes of the educational process. The assessment focuses on young people's ability to use their knowledge and skills to meet real-life challenges. These skills are believed to be prerequisites for efficient learning in adulthood and for full participation in society.

PISA permits exploration of the ways in which achievement varies across different social and economic groups and the factors that influence these variations within and among countries. In Canada, questions about equity can be answered by examining the distribution of competencies and whether certain groups or regions appear to be at risk.

Progress in International Reading Literacy Study (PIRLS)

The Progress in International Reading Literacy Study (PIRLS) is conducted by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS is conducted every five years and assesses students' reading achievement in Grade 4.

The purpose of PIRLS is to help countries make informed decisions about reading education by providing international comparative data about students' reading achievement in Grade 4.

PIRLS focuses on the following two purposes for reading:

- for literacy experience
- to acquire and use information

PIRLS also uses questionnaires completed by students, parents, teachers, school principals, and officials to collect a broad array of background information about students' home and school experiences in learning to read.

Trends in International Mathematics and Science Study (TIMSS)

The Trends in International Mathematics and Science Study (TIMSS) is conducted by the International Association for the Evaluation of Educational Achievement (IEA). TIMSS is conducted every four years. Its aim is to improve the teaching and learning of mathematics and science by providing data about students' achievement in relation to different types of curricula, instructional practices, and school environments. TIMSS also collects a rich array of contextual information by asking students, their teachers, and their school principals to complete questionnaires about the curriculum, schools, classrooms, and instruction. This information gives policy makers, curriculum specialists, and researchers a dynamic picture of how educational policies and practices are implemented around the world, providing an invaluable perspective from which to consider educational reform and improvement.

TIMSS assesses achievement at various grade levels, including Grades 4 and 8.



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APPENDIX 2: PROGRESS REPORT CARD AND PROVINCIAL REPORT CARD TEMPLATES



Date:

Student:		OEN:	Days Absent:	Total Days Absent:
Grade:	Teacher:		Times Late:	Total Times Late:
Board:			School:	
Address:			Address:	
			Principal:	Telephone:

[Space for Board Information]

Learning Skills and Work Habits

E – Excellent G – Good S – Satisfactory N – Needs Improvement

Responsibility		Strengths/Next Steps for Improvement
<ul style="list-style-type: none"> ▪ Fulfils responsibilities and commitments within the learning environment. ▪ Completes and submits class work, homework, and assignments according to agreed-upon timelines. ▪ Takes responsibility for and manages own behaviour. 		
Organization		
<ul style="list-style-type: none"> ▪ Devises and follows a plan and process for completing work and tasks. ▪ Establishes priorities and manages time to complete tasks and achieve goals. ▪ Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 		
Independent Work		
<ul style="list-style-type: none"> ▪ Independently monitors, assesses, and revises plans to complete tasks and meet goals. ▪ Uses class time appropriately to complete tasks. ▪ Follows instructions with minimal supervision. 		
Collaboration		
<ul style="list-style-type: none"> ▪ Accepts various roles and an equitable share of work in a group. ▪ Responds positively to the ideas, opinions, values, and traditions of others. ▪ Builds healthy peer-to-peer relationships in person and through personal and media-assisted interactions. ▪ Works with others to resolve conflicts and build consensus to achieve group goals. ▪ Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 		
Initiative		
<ul style="list-style-type: none"> ▪ Looks for and acts on new ideas and opportunities for learning. ▪ Demonstrates the capacity for innovation and a willingness to take risks. ▪ Demonstrates curiosity and interest in learning. ▪ Approaches new tasks with a positive attitude. ▪ Recognizes and advocates appropriately for the rights of self and others. 		
Self-Regulation		
<ul style="list-style-type: none"> ▪ Sets own individual goals and monitors progress towards achieving them. ▪ Seeks clarification or assistance when needed. ▪ Assesses and reflects critically on own strengths, needs, and interests. ▪ Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. ▪ Perseveres and makes an effort when responding to challenges. 		

Student:

OEN:

Grade:

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

IEP – Individual Education Plan
NA – No instruction for subject/strand

Subjects	Progressing With Difficulty	Progressing Well	Progressing Very Well	Strengths/Next Steps for Improvement
Language				
Reading, Writing, Oral Communication, Media Literacy <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA				
French				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA				
<input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended				
Native Language				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA				
Mathematics				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
Science and Technology				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
Social Studies				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
Health and Physical Education				
Health Education <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
Physical Education <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
The Arts				
Dance <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
Drama <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
Music <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
Visual Arts <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				

To Parents/Guardians and Students: This copy of the progress report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's Signature **X**

Principal's Signature **X**

[Space Designated for Board]



Date:

Student:		OEN:	Days Absent:	Total Days Absent:
Grade:	Teacher:		Times Late:	Total Times Late:
Board:			School:	
Address:			Address:	
			Principal:	Telephone:

[Space for Board Information]

Religious and Family Life Education

Learning Skills and Work Habits E – Excellent G – Good S – Satisfactory N – Needs Improvement

Learning Skills and Work Habits	Strengths/Next Steps for Improvement
<p>Responsibility</p> <ul style="list-style-type: none"> Fulfills responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 	
<p>Organization</p> <ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 	
<p>Independent Work</p> <ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 	
<p>Collaboration</p> <ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships in person and through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 	
<p>Initiative</p> <ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 	
<p>Self-Regulation</p> <ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and makes an effort when responding to challenges. 	

Student:

OEN:

Grade:

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

IEP – Individual Education Plan
NA – No instruction for subject/strand

Subjects	Progression			Strengths/Next Steps for Improvement
	Progressing With Difficulty	Progressing Well	Progressing Very Well	
Language Reading, Writing, Oral Communication, Media Literacy <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA				
French <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended				
Native Language <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA				
Mathematics <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
Science and Technology <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
Social Studies <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
Health and Physical Education Health Education <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French Physical Education <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
Dance <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
Drama <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
Music <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
Visual Arts <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				

To Parents/Guardians and Students: This copy of the progress report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's Signature **X**

Principal's Signature **X**

[Space Designated for Board]



Elementary Provincial Report Card

Date: _____

Student:		OEN:	Days Absent:	Total Days Absent:
Grade:	Teacher:		Times Late:	Total Times Late:
Board:		School:		
Address:		Address:		
		Principal:	Telephone:	

GRADE IN SEPTEMBER ➔ _____

Learning Skills and Work Habits

E – Excellent G – Good S – Satisfactory N – Needs Improvement

Responsibility	Organization
<ul style="list-style-type: none"> Fulfills responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 	<ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	Collaboration
<ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 	<ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.
Initiative	Self-Regulation
<ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 	<ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and makes an effort when responding to challenges.

Strengths/Next Steps for Improvement

Student:

OEN:

Grade:

Subject	Report		Strengths/Next Steps for Improvement
	1	2	
Language <input type="checkbox"/> NA Reading <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="text"/> <input type="text"/> Writing <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="text"/> <input type="text"/> Oral Communication <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="text"/> <input type="text"/> Media Literacy <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="text"/> <input type="text"/>			
French <input type="checkbox"/> NA Oral Communication <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="text"/> <input type="text"/> Reading <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="text"/> <input type="text"/> Writing <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="text"/> <input type="text"/> <input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended			
Native Language <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA			Oral Communication, Reading, Writing
Mathematics <input type="checkbox"/> French Number Sense and Numeration <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="text"/> <input type="text"/> Measurement <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="text"/> <input type="text"/> Geometry and Spatial Sense <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="text"/> <input type="text"/> Patterning and Algebra <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="text"/> <input type="text"/> Data Management and Probability <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="text"/> <input type="text"/>			
Science and Technology <input type="text"/> <input type="text"/> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French			Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems

Student:

OEN:

Grade:

Letter Grade	Achievement of the Provincial Curriculum Expectations
A- to A+	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
B- to B+	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
C- to C+	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
D- to D+	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a letter grade

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

IEP – Individual Education Plan

NA – No instruction for subject/strand for reporting period

To Parents/Guardians and Students: This copy of the report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's Signature	Principal's Signature
X	X

✂ Elementary Provincial Report Card *(Please complete, sign, and detach the form below, and return it to your child's teacher.)* ✂

Student:	Grade:	OEN:	Teacher:
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Parent's/Guardian's Comments

- My child has improved most in:

- I will help my child to:

I have received this report card.

I would like to discuss this report card. Please contact me.

Parent's/Guardian's name <i>(please print)</i>	Signature	Date
	X	

Telephone *(day)*: _____ Telephone *(evening)*: _____



Ministry of Education

Elementary Provincial Report Card

Date: _____

Student:		OEN:	Days Absent:	Total Days Absent:
Grade:	Teacher:		Times Late:	Total Times Late:
Board:		School:		
Address:		Address:		
Principal:			Telephone:	

GRADE IN SEPTEMBER ➔ _____

Religious and Family Life Education

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Learning Skills and Work Habits

E – Excellent G – Good S – Satisfactory N – Needs Improvement

Responsibility	Organization
<ul style="list-style-type: none"> Fulfills responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 	<ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	Collaboration
<ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 	<ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.
Initiative	Self-Regulation
<ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 	<ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and makes an effort when responding to challenges.

Strengths/Next Steps for Improvement

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Student:

OEN:

Grade:

Subject	Report		Strengths/Next Steps for Improvement
	1	2	
Language <input type="checkbox"/> NA Reading <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="text"/> <input type="text"/> Writing <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="text"/> <input type="text"/> Oral Communication <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="text"/> <input type="text"/> Media Literacy <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="text"/> <input type="text"/>			
French <input type="checkbox"/> NA Oral Communication <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="text"/> <input type="text"/> Reading <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="text"/> <input type="text"/> Writing <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="text"/> <input type="text"/> <input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended			
Native Language <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA			Oral Communication, Reading, Writing
Mathematics <input type="checkbox"/> French Number Sense and Numeration <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="text"/> <input type="text"/> Measurement <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="text"/> <input type="text"/> Geometry and Spatial Sense <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="text"/> <input type="text"/> Patterning and Algebra <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="text"/> <input type="text"/> Data Management and Probability <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="text"/> <input type="text"/>			
Science and Technology <input type="text"/> <input type="text"/> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French			Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems

Student:

OEN:

Grade:

Letter Grade	Achievement of the Provincial Curriculum Expectations
A- to A+	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
B- to B+	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
C- to C+	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
D- to D+	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a letter grade
ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs. IEP – Individual Education Plan NA – No instruction for subject/strand for reporting period	

To Parents/Guardians and Students: This copy of the report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's Signature	X	Principal's Signature	X
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✂ Elementary Provincial Report Card *(Please complete, sign, and detach the form below, and return it to your child's teacher.)* ✂

Student:	Grade:	OEN:	Teacher:
Parent's/Guardian's Comments <ul style="list-style-type: none"> • My child has improved most in: • I will help my child to: 			
<input type="checkbox"/> I have received this report card.	Parent's/Guardian's name <i>(please print)</i>	Signature	Date
<input type="checkbox"/> I would like to discuss this report card. Please contact me.	Telephone <i>(day)</i> : _____	Telephone <i>(evening)</i> : _____	X



Date:

Student:		OEN:	Days Absent:	Total Days Absent:
Grade:	Teacher:		Times Late:	Total Times Late:
Board:			School:	
Address:			Address:	
			Principal:	Telephone:

[Space for Board Information]

Learning Skills and Work Habits

E – Excellent G – Good S – Satisfactory N – Needs Improvement

	Strengths/Next Steps for Improvement
<p>Responsibility</p> <ul style="list-style-type: none"> Fulfils responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 	
<p>Organization</p> <ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 	
<p>Independent Work</p> <ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 	
<p>Collaboration</p> <ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships in person and through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 	
<p>Initiative</p> <ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 	
<p>Self-Regulation</p> <ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and makes an effort when responding to challenges. 	

Student:

OEN:

Grade:

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

IEP – Individual Education Plan
NA – No instruction for subject/strand

Subjects	Progressing With Difficulty	Progressing Well	Progressing Very Well	Strengths/Next Steps for Improvement
Language				
Reading, Writing, Oral Communication, Media Literacy				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA				
French				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA				
<input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended				
Native Language				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA				
Mathematics				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
Science and Technology				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
History				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
Geography				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
Health and Physical Education				
Health Education				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
Physical Education				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
The Arts				
Dance				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
Drama				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
Music				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
Visual Arts				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				

To Parents/Guardians and Students: This copy of the progress report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's Signature **X**

Principal's Signature **X**

[Space Designated for Board]



Date:

Student:		OEN:	Days Absent:	Total Days Absent:
Grade:	Teacher:		Times Late:	Total Times Late:
Board:			School:	
Address:			Address:	
			Principal:	Telephone:

[Space for Board Information]

Religious and Family Life Education

Learning Skills and Work Habits

E – Excellent G – Good S – Satisfactory N – Needs Improvement

Learning Skills and Work Habits	Strengths/Next Steps for Improvement
<p>Responsibility</p> <ul style="list-style-type: none"> Fulfills responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 	
<p>Organization</p> <ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 	
<p>Independent Work</p> <ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 	
<p>Collaboration</p> <ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships in person and through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 	
<p>Initiative</p> <ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 	
<p>Self-Regulation</p> <ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and makes an effort when responding to challenges. 	

Student:

OEN:

Grade:

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

IEP – Individual Education Plan
NA – No instruction for subject/strand

Subjects	Progressing With Difficulty	Progressing Well	Progressing Very Well	Strengths/Next Steps for Improvement
Language Reading, Writing, Oral Communication, Media Literacy <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA				
French <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended				
Native Language <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA				
Mathematics <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
Science and Technology <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
History <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
Geography <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
Health and Physical Education Health Education <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French Physical Education <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French				
The Arts Dance <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
Drama <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
Music <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
Visual Arts <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				

To Parents/Guardians and Students: This copy of the progress report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's Signature **X**

Principal's Signature **X**

[Space Designated for Board]



Elementary Provincial Report Card

Date: _____

Student:		OEN:	Days Absent:	Total Days Absent:
Grade:	Teacher:		Times Late:	Total Times Late:
Board:		School:		
Address:		Address:		
Principal:			Telephone:	

GRADE IN SEPTEMBER ➔ _____

Learning Skills and Work Habits

E – Excellent G – Good S – Satisfactory N – Needs Improvement

Responsibility	Organization
<ul style="list-style-type: none"> Fulfils responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 	<ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	Collaboration
<ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 	<ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.
Initiative	Self-Regulation
<ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 	<ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and makes an effort when responding to challenges.

Strengths/Next Steps for Improvement

Student:	OEN:	Grade:			
Subject	Report 1		Report 2		Strengths/Next Steps for Improvement
	% Mark	Median	% Mark	Median	
Language	<input type="checkbox"/> NA				
Reading					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
Writing					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
Oral Communication					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
Media Literacy					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
French	<input type="checkbox"/> NA				
Oral Communication					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
Reading					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
Writing					Oral Communication, Reading, Writing
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
<input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended					
Native Language					
<input type="checkbox"/> ESL/ELD					
<input type="checkbox"/> IEP					
<input type="checkbox"/> NA					
Mathematics	<input type="checkbox"/> French				
Number Sense and Numeration					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Measurement					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Geometry and Spatial Sense					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Patterning and Algebra					Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Data Management and Probability					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Science and Technology					
<input type="checkbox"/> ESL/ELD					
<input type="checkbox"/> IEP					
<input type="checkbox"/> French					

Student:

OEN:

Grade:

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80–100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70–79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60–69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50–59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

IEP – Individual Education Plan

NA – No instruction for subject/strand for reporting period

Median – The percentage mark at which 50 per cent of the students in the grade have a higher percentage mark for the subject/strand and 50 per cent of the students have a lower percentage mark

To Parents/Guardians and Students: This copy of the report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's
Signature

X

Principal's
Signature

X

✂ Elementary Provincial Report Card *(Please complete, sign, and detach the form below, and return it to your child's teacher.)* ✂

Student:	Grade:	OEN:	Teacher:
Parent's/Guardian's Comments			
<ul style="list-style-type: none"> My child has improved most in: 			
<ul style="list-style-type: none"> I will help my child to: 			
<input type="checkbox"/> I have received this report card.	Parent's/Guardian's name <i>(please print)</i>	Signature	Date
<input type="checkbox"/> I would like to discuss this report card. Please contact me.	Telephone <i>(day)</i> : _____	X	Telephone <i>(evening)</i> : _____



Elementary Provincial Report Card

Date: _____

Student:		OEN:	Days Absent:	Total Days Absent:
Grade:	Teacher:		Times Late:	Total Times Late:
Board:		School:		
Address:		Address:		
Principal:			Telephone:	

GRADE IN SEPTEMBER ➔ _____

Religious and Family Life Education

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Learning Skills and Work Habits

E – Excellent G – Good S – Satisfactory N – Needs Improvement

Responsibility			Organization		
<ul style="list-style-type: none"> Fulfils responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 			<ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 		
Independent Work			Collaboration		
<ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 			<ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 		
Initiative			Self-Regulation		
<ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 			<ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and makes an effort when responding to challenges. 		

Strengths/Next Steps for Improvement

--

Student:	OEN:	Grade:			
Subject	Report 1		Report 2		Strengths/Next Steps for Improvement
	% Mark	Median	% Mark	Median	
Language	<input type="checkbox"/> NA				
Reading					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
Writing					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
Oral Communication					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
Media Literacy					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
French	<input type="checkbox"/> NA				
Oral Communication					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
Reading					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
Writing					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP					
<input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended					
Native Language					Oral Communication, Reading, Writing
<input type="checkbox"/> ESL/ELD					
<input type="checkbox"/> IEP					
<input type="checkbox"/> NA					
Mathematics	<input type="checkbox"/> French				
Number Sense and Numeration					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Measurement					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Geometry and Spatial Sense					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Patterning and Algebra					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Data Management and Probability					
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA					
Science and Technology					Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems
<input type="checkbox"/> ESL/ELD					
<input type="checkbox"/> IEP					
<input type="checkbox"/> French					

Student:

OEN:

Grade:

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80–100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70–79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60–69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50–59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

IEP – Individual Education Plan

NA – No instruction for subject/strand for reporting period

Median – The percentage mark at which 50 per cent of the students in the grade have a higher percentage mark for the subject/strand and 50 per cent of the students have a lower percentage mark

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Teacher's
Signature

X

Principal's
Signature

X

✂ Elementary Provincial Report Card (*Please complete, sign, and detach the form below, and return it to your child's teacher.*) ✂

Student:

Grade:

OEN:

Teacher:

Parent's/Guardian's Comments

- My child has improved most in:

- I will help my child to:

I have received this report card.

Parent's/Guardian's name (*please print*)

Signature

Date

I would like to discuss this report card. Please contact me.

X

Telephone (*day*):

Telephone (*evening*):

PROVINCIAL REPORT CARD, GRADES 9-12 – FIRST REPORT FOR A SEMESTERED SCHOOL

Ontario Ministry of Education **Provincial Report Card, Grades 9-12**

STUDENT: _____ OEN: _____ Grade: _____ Homeroom: _____ Principal: _____
 Address: _____ Reporting Period: _____ Semester: _____ Date: _____

School Council Chair: _____

SCHOOL: _____ Telephone: _____ Email/Website: _____
 Address: _____ Fax: _____ Address: _____

Courses	Reporting Period		Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments	Attendance	
	First	Final				Self-Regulation	Initiative	Collaboration	Independent Work	Organization	Responsibility		Classes Missed	Times Late
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM														
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM														
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM														

Principal's Signature: _____

To parents/guardians and students: This copy of the report should be kept for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school. To view provincial curriculum documents, visit the Ministry of Education's website: www.edu.gov.on.ca.



Provincial Report Card, Grades 9–12

Semester	Reporting Period	Date
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Student: _____ OEN: _____ Grade: _____ Homeroom: _____

Courses	Reporting Period		Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits					Comments Strengths/Next Steps for Improvement	Attendance		
	First	Final				Self-Regulation	Initiative	Collaboration	Independent Work	Organization		Responsibility	Classes Missed	Times Late
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM														
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM														
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM														
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM														
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM														

Student:	OEN:	Grade:	Homeroom:
Percentage Mark	Achievement of the Provincial Curriculum Expectations		
80–100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)		
70–79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)		
60–69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)		
50–59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)		
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.		
I	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)		
W	The student has withdrawn from the course.		
ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the course to support English language learning needs.			
IEP – Individual Education Plan			
FRENCH – The student receives instruction in French for the course.			
SHSM – Specialist High Skills Major (for Grade 11 and 12 courses only)			
Course Median – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.			

PROVINCIAL REPORT CARD, GRADES 9-12 – FINAL REPORT FOR A SEMESTERED SCHOOL

Ontario Ministry of Education **Provincial Report Card, Grades 9-12**

STUDENT: _____ OEN: _____ Grade: _____ Homeroom: _____ Principal: _____
 Address: _____ Reporting Period: _____ Date: _____
 School Council Chair: _____

SCHOOL: _____ Telephone: _____ Email/Website: _____
 Address: _____ Fax: _____
 Address: _____

Courses	Reporting Period		Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments Strengths/Next Steps for Improvement	Attendance			
	First	Final				Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation		Classes Missed	Total Classes	Times Late	
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM																
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM																
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM																
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM																

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Ministry of Education

Provincial Report Card, Grades 9–12

Semester	Reporting Period	Date
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Student:	OEN:	Grade:	Homeroom:
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Courses	Reporting Period		Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits					Comments Strengths/Next Steps for Improvement	Attendance							
	First	Final				Self-Regulation	Initiative	Collaboration	Independent Work	Organization		Responsibility	Classes Missed	Total Classes	Times Late				
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French																			
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French																			
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French																			
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French																			

Student:	OEN:	Grade:	Homeroom:
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Learning Skills and Work Habits		E – Excellent	G – Good	S – Satisfactory	N – Needs Improvement
Responsibility	<ul style="list-style-type: none"> Fulfils responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 	Organization			
Independent Work	<ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 	Collaboration			
Initiative	<ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 	Self-Regulation			
		<ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 			
		<ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 			
		<ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and makes an effort when responding to challenges. 			

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80–100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
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60–69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50–59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)
W	The student has withdrawn from the course.
ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the course to support English language learning needs.	
IEP – Individual Education Plan	
FRENCH – The student receives instruction in French for the course.	
SHSM – Specialist High Skills Major (for Grade 11 and 12 courses only)	
Course Median – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.	



Ministry of Education

Provincial Report Card, Grades 9–12

Semester	Reporting Period	Date
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Student:	OEN:	Grade:	Homeroom:
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Courses	Reporting Period			Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits					Comments Strengths/Next Steps for Improvement	Attendance		
	1st	2nd	Final				Self-Regulation	Initiative	Collaboration	Independent Work	Organization		Responsibility	Classes Missed	Times Late
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/JELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French													Teacher requests an interview <input type="checkbox"/>		
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/JELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French													Teacher requests an interview <input type="checkbox"/>		
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/JELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French													Teacher requests an interview <input type="checkbox"/>		
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/JELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French													Teacher requests an interview <input type="checkbox"/>		
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/JELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French													Teacher requests an interview <input type="checkbox"/>		

Student:	OEN:	Grade:	Homeroom:
Percentage Mark	Achievement of the Provincial Curriculum Expectations		
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FRENCH – The student receives instruction in French for the course.			
SHSM – Specialist High Skills Major (for Grade 11 and 12 courses only)			
Course Median – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.			

PROVINCIAL REPORT CARD, GRADES 9–12 – FINAL REPORT FOR A NON-SEMESTERED SCHOOL

Ontario Ministry of Education **Provincial Report Card, Grades 9–12**

STUDENT: _____ OEN: _____ Grade: _____ Homeroom: _____ Principal: _____

Address: _____ Reporting Period _____ Date _____

Address: _____ School Council Chair: _____

SCHOOL: _____ Telephone: _____ Email/Website: _____

Address: _____ Fax: _____

Courses	Reporting Period			Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments Strengths/Next Steps for Improvement	Attendance		
	1st	2nd	Final				Self-Regulation	Initiative	Collaboration	Independent Work	Organization	Responsibility		Classes Missed	Total Classes	Times Late
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French																
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French																
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Ministry of Education

Provincial Report Card, Grades 9–12

Semester	Reporting Period	Date
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Student: _____ OEN: _____ Grade: _____ Homeroom: _____

Courses	Reporting Period			Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits					Comments Strengths/Next Steps for Improvement	Attendance				
	1st	2nd	Final				Self-Regulation	Initiative	Collaboration	Independent Work	Organization		Responsibility	Classes Missed	Total Classes	Times Late	
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/JELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French																	
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Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/JELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French																	

Student:	OEN:	Grade:	Homeroom:
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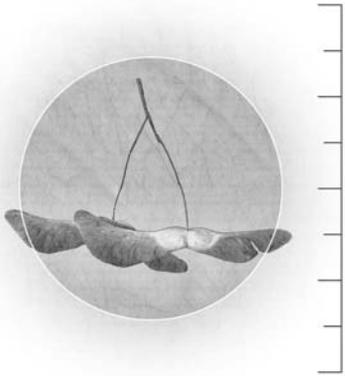
Learning Skills and Work Habits

E – Excellent G – Good S – Satisfactory N – Needs Improvement

Responsibility	Organization
<ul style="list-style-type: none"> • Fulfills responsibilities and commitments within the learning environment. • Completes and submits class work, homework, and assignments according to agreed-upon timelines. • Takes responsibility for and manages own behaviour. 	<ul style="list-style-type: none"> • Devises and follows a plan and process for completing work and tasks. • Establishes priorities and manages time to complete tasks and achieve goals. • Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	Collaboration
<ul style="list-style-type: none"> • Independently monitors, assesses, and revises plans to complete tasks and meet goals. • Uses class time appropriately to complete tasks. • Follows instructions with minimal supervision. 	<ul style="list-style-type: none"> • Accepts various roles and an equitable share of work in a group. • Responds positively to the ideas, opinions, values, and traditions of others. • Builds healthy peer-to-peer relationships through personal and media-assisted interactions. • Works with others to resolve conflicts and build consensus to achieve group goals. • Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.
Initiative	Self-Regulation
<ul style="list-style-type: none"> • Looks for and acts on new ideas and opportunities for learning. • Demonstrates the capacity for innovation and a willingness to take risks. • Demonstrates curiosity and interest in learning. • Approaches new tasks with a positive attitude. • Recognizes and advocates appropriately for the rights of self and others. 	<ul style="list-style-type: none"> • Sets own individual goals and monitors progress towards achieving them. • Seeks clarification or assistance when needed. • Assesses and reflects critically on own strengths, needs, and interests. • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. • Perseveres and makes an effort when responding to challenges.

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Course Median – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.	

GROWING SUCCESS | assessment, evaluation, and reporting in Ontario schools



APPENDIX 3: RESOURCES FOR PARTICULAR POLICY AND PROGRAM AREAS

APPENDIX 3: RESOURCES FOR PARTICULAR POLICY AND PROGRAM AREAS

The following ministry resources provide information about policies, procedures, and practices specific to several program and policy areas that involve the assessment, evaluation, and reporting of student learning.

Cooperative Education Programs

- Policy for cooperative education is outlined in the document *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*, available at www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf.

Dual Credit Programs

- Information about dual credit programs is available on the Student Success website, at www.edu.gov.on.ca/morestudentsuccess/dualCredit.html, and on the Go to College website, at www.gotocollege.ca/.

Prior Learning Assessment and Recognition (PLAR)

- Policy/Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools" (July 6, 2001), available at www.edu.gov.on.ca/extra/eng/ppm/129.html.
- Policy/Program Memorandum No. 132, "Prior Learning Assessment and Recognition (PLAR) for Mature Students: Implementation in Ontario Secondary Schools" (May 7, 2003), available at www.edu.gov.on.ca/extra/eng/ppm/132.html.

Additional resources to support the PLAR process for mature students are available on the CESBA website at www.plarformaturestudents.com.

The Secondary School Literacy Graduation Requirement

- Policy/Program Memorandum No. 127, "The Secondary School Literacy Graduation Requirement" (August 7, 2009), available at www.edu.gov.on.ca/extra/eng/ppm/127.html.
- *The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12, 2003*.

- The *application form* for the Adjudication Process for meeting the literacy graduation requirement can be found at http://cal2.edu.gov.on.ca/march2010/LiteracyGraduationRequirement_OSS.pdf. The eligibility criteria and the student work to be submitted are specified on the application form.

Specialist High Skills Major (SHSM) Program

- Detailed information about the SHSM program is available on the ministry website, at www.edu.gov.on.ca/eng/studentssuccess/pathways/shsm/.

GLOSSARY

GLOSSARY

Aboriginal person. A person who is a descendant of the original inhabitants of North America. The Canadian Constitution (1982) recognizes three primary groups as Aboriginal peoples: Indians (First Nations), Métis, and Inuit.

accommodations. Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations.

achievement chart. A standard, province-wide guide to be used by teachers to make judgements about student work based on clear performance standards.

achievement levels. Brief descriptions of four different degrees of student achievement of the provincial curriculum expectations for any given subject/discipline. Level 3 is the “provincial standard”. Parents of students achieving at level 3 in a particular grade or course can be confident that their children will be prepared for work in the next grade or the next course. Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard.

adjudication for literacy graduation requirement. A process to provide certain students with an additional opportunity to meet the literacy graduation requirement. The process allows boards to establish adjudication panels.

adult student. A student who is eighteen years of age or older and has therefore reached the age of majority.

alternative course. A non-credit course in which the expectations are individualized for the student and generally focus on preparing the student for employment (supported or independent) and/or community living. Examples of alternative courses include Transit Training and Community Explorations (KCC), Culinary Skills (KHI), and Money Management and Personal Banking (KBB).

assessment. The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

- **assessment *as* learning.** The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the

learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. (Adapted from Western and Northern Canadian Protocol for Collaboration in Education, 2006, p. 41.)

- **assessment *for* learning.** The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning. (Adapted from Assessment Reform Group, 2002.)
- **assessment *of* learning.** The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

assignment for evaluation. An assignment for evaluation is used to evaluate student learning. Most assignments for evaluation are rich performance tasks, demonstrations, projects, or essays. Assignments for evaluation do *not* include ongoing homework that students do to practise skills, consolidate knowledge and skills, and/or prepare for the next class.

categories of knowledge and skills. Four broad areas of knowledge and skills within which subject/course expectations are organized. The categories are to be considered interrelated, reflecting the wholeness and interconnectedness of learning. The four categories are: (1) Knowledge and Understanding, (2) Thinking (Thinking and Investigation, for Science), (3) Communication, and (4) Application.

community involvement requirement. The requirement that each secondary school student must complete at least forty hours of community involvement in order to graduate. The requirement is intended to help students develop an awareness and understanding of civic responsibility.

compulsory credit. A credit earned for successful completion of a course that is a requirement for graduation. Students must earn a total of eighteen compulsory credits in order to obtain the Ontario Secondary School Diploma. Fifteen of the credits are similar for all students, while the additional three credits are chosen by the student, one credit for each of three distinct groupings of courses.

content standards. Standards that describe what students should know and be able to do. The content standards in the Ontario curriculum are the curriculum expectations identified for every subject and discipline, which describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

contract. An agreement between a teacher and a student (or a group of students) on issues related to learning, assessment, and evaluation.

cooperative education. A program that allows students to earn secondary school credits while completing a work placement in the community. A cooperative education course must be based on a related course (or courses) from an Ontario curriculum policy document or on a ministry-approved locally developed course in which a student is enrolled or which the student has successfully completed. Cooperative education courses include a classroom component, comprising pre-placement and integration activities, and a placement component. Two cooperative education credits may count towards the eighteen compulsory credits required for the Ontario Secondary School Diploma. There is no limit to the number of cooperative education credits a student may count as optional credits.

credit. Recognition for the successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted to a student by the principal of a secondary school on behalf of the Minister of Education.

credit recovery. A process to enable students who have failed a course to earn a credit for the course. Students who have completed a provincially approved course within the last two years and who received a failing grade for that course may be approved to recover the course through the credit recovery process. Students may recover credit only for the course taken and failed (and not, for example, for a course of a different type in the same subject and grade). Students who withdraw from a course are not eligible to recover it through the credit recovery process.

credit recovery learning plan. A plan for credit recovery, developed by the credit recovery teacher in consultation with the student, outlining instructional practice and content and addressing the individual student's needs and other matters such as attendance, workload expectations, identification of the course expectations and related units of study to be included in the program, description of the 30 per cent final evaluation, and final mark determination.

credit recovery team. A subset of the school's Student Success team, including the principal or designate, the Student Success teacher, and the guidance head (or designate). Other teachers and support staff may participate as required on the credit recovery team.

criterion-referenced assessment. Assessment that focuses on whether a student's performance meets a predetermined standard, level, or set of criteria rather than on the student's performance measured in relation to the performance of other students.

culture. The way in which people live, think, and define themselves as a community.

curriculum expectations. The knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated. *Overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade/course. *Specific expectations* describe the expected knowledge and skills in greater detail.

diagnostic assessment. Assessment that is used to identify a student's needs and abilities and the student's readiness to acquire the knowledge and skills outlined in the curriculum expectations. Diagnostic assessment usually takes place at the start of a school year, term, semester, or teaching unit. It is a key tool used by teachers in planning instruction and setting appropriate learning goals.

differentiated instruction. An approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience that responds to his or her individual needs. Differentiated instruction recognizes that equity of opportunity is not achieved through equal treatment and takes into account factors such as the student's readiness, interest, and learning preferences.

diversity. The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

dual credit programs. Ministry-approved programs that allow students, while they are still in secondary school, to take college or apprenticeship courses that count towards both the Ontario Secondary School Diploma (OSSD) and a college certificate, diploma, or degree or an apprenticeship certification. Dual credit programs are designed to help students focus on graduating from secondary school and on making a successful transition to apprenticeship training, college, university, or the workplace.

Education Quality and Accountability Office (EQAO). An independent "arms-length" agency of the Ontario government that is responsible for designing, conducting, and reporting on curriculum-based large-scale assessments in publicly funded Ontario schools, including the annual assessments of Primary Division (Grades 1–3) and Junior Division (Grades 4–6) students in reading, writing, and mathematics; the annual assessment of Grade 9 students in mathematics (academic and applied); and the Ontario Secondary School Literacy Test. The EQAO also manages Ontario's participation in national and international assessments and reports the results.

e-learning. Learning conducted by means of electronic media, especially the Internet, where the students and teachers are physically separated by distance.

English as a second language (ESL) programs. Programs for students whose first language is a language other than English or a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs have had educational opportunities to develop age-appropriate first-language literacy skills.

English language learners (ELL). Students in provincially funded English-language schools whose first language is a language other than English or a variety of English that is significantly different from that used for instruction in Ontario schools, and who require focused educational supports to assist them in attaining proficiency in English. These students may have been born in Canada or may be recently arrived from other countries.

English literacy development (ELD) programs. Programs for students whose first language is a language other than English or a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs may be from countries in which their access to education has been limited, or they may have had limited opportunities to develop language and literacy skills in any language. Schooling in their countries of origin may have been inconsistent, disrupted, or even completely unavailable throughout the years that these children would otherwise have been in school. As a result, they arrive in Ontario schools with significant gaps in their education.

equity. A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean that people are treated the same without regard for individual differences.

evaluation. The process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments *of* learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

First Nation. A term used to refer to any of the distinct cultural groups of Aboriginal peoples. The term came into common usage in the 1970s to replace the word “Indian” and is now used instead of the word “band” in the names of Aboriginal communities.

formative assessment. Assessment that takes place during instruction in order to provide direction for improvement for individual students and for adjustment to instructional programs for individual students and for a whole class. The information gathered is used for the specific purpose of helping students improve while they are still gaining knowledge and practising skills.

gradual release of responsibility. A high-yield instructional strategy that involves scaffolding instruction and providing appropriate amounts of support to students based on their needs. For example, the teacher first models a new strategy, then explicitly teaches and works with students. After that, the teacher coaches students as they attempt to complete tasks on their own. Finally, students work independently, with feedback from the teacher.

homework. Work that students do at home to practise skills, consolidate knowledge and skills, and/or prepare for the next class.

Identification, Placement, and Review Committee (IPRC). A committee that decides whether or not a child should be identified as exceptional, identifies the areas of a student's exceptionality according to the categories and definitions of exceptionalities provided by the ministry, decides an appropriate placement for a student, and reviews the identification and placement at least once in each school year.

inclusive education. Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Individual Education Plan (IEP). A written plan describing the special education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his or her learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and may also be developed for a student who has special education needs but has not been identified as exceptional. An IEP is a working document that identifies learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement.

Inuit. Aboriginal people of northern Canada, living mainly in Nunavut, the Northwest Territories, northern Quebec, and Labrador. Inuit are not covered by the Indian Act.

large-scale assessments. One-time measures that take snapshots of the strengths and weaknesses of education systems. They contain standardized content and are administered and scored according to standardized procedures.

learning goals. Brief statements that describe for a student what he or she should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations.

Learning Management System (LMS). In Ontario, the provincial Learning Management System supports the delivery of a growing number of online credit courses from Grades 9 to 12. This teacher-mediated system contains a wide range of collaborative and administrative tools such as chats, threaded discussions, blogs, whiteboards, quizzes, and student tracking.

learning skills and work habits. The skills and habits that can be demonstrated by a student across all subjects, courses, and grades and in other behaviour at school. These learning skills and work habits promote student achievement of the curriculum expectations. The six skills and habits are: responsibility, organization, independent work, collaboration, initiative, and self-regulation.

learning styles. Different ways of learning. For instance, visual learners need to see visual representations of concepts. Auditory learners learn best through verbal instructions and discussions, by talking things through, and by listening to what others have to say. Tactile (kinaesthetic) learners learn best through a hands-on approach, actively exploring the physical world around them.

literacy and numeracy strategy. A key initiative of the Ontario government designed to promote equity of outcomes for all elementary students and to support improvement in reading, writing, and mathematics, particularly in low-income or remote communities.

literacy graduation requirement. *See* secondary school literacy graduation requirement.

locally developed course. A ministry-authorized credit course developed by school boards, school authorities, and provincial schools and inspected private schools. A locally developed course can count as a compulsory or an optional credit towards the Ontario Secondary School Diploma. The ministry's authorization for such a course is valid for five years.

mature student. A student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program, who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary program, and who is enrolled in a secondary program for the purpose of obtaining an Ontario Secondary School Diploma. In this context a school year is defined as ten consecutive months.

median. The middle score, after all the scores have been ranked. The median is the score at which 50 per cent of students scored higher and 50 per cent scored lower.

metacognition. The process of thinking about one's own thought processes. Metacognitive skills include the ability to monitor one's own learning.

Métis. People of mixed First Nation and European ancestry. Métis history and culture draw on diverse ancestral origins, such as French, Irish, Scottish, Cree, and Ojibwa.

modifications. Changes made to the age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs. For students with an Individual Education Plan (IEP), these changes could include: expectations from a different grade level; significant changes (increase or decrease) in the number and/or complexity of the learning expectations; and measurable and observable performance tasks. At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified. Grade-level expectations may also be modified to support the needs of English language learners. At the secondary level, when modifications are made to support English language learning needs, the principal works collaboratively with the classroom teacher to determine the integrity of the credit.

observation. The ongoing process of watching, listening, and being attuned to students' behaviour, emotional state, interests and abilities, patterns of development, and progress in learning in order to meet the needs of students and assess and evaluate their development and learning.

Ontario College of Teachers. A body established in 1997 to allow teachers to regulate and govern their own profession in the public interest. Teachers who want to work in publicly funded schools in Ontario must be certified to teach in the province and be members of the college.

Ontario Educational Resource Bank (OERB). A learning resource repository for Ontario teachers and students, managed by the Ministry of Education. The OERB offers thousands of online resources, from Kindergarten through Grade 12. It can be searched by key word and also by grade, subject/course, strand, and/or overall expectations.

Ontario Secondary School Certificate (OSSC). The certificate of achievement awarded to students who leave school before earning the Ontario Secondary School Diploma, and who have earned a minimum of 14 credits (7 compulsory and 7 optional).

Ontario Secondary School Diploma (OSSD). The diploma awarded to students who have earned a minimum of 30 credits (18 compulsory and 12 optional) and who have also met the graduation requirements related to literacy and community involvement.

Ontario Secondary School Literacy Course (OSSLC). A course available, at the principal's discretion, to students who fail the Ontario Secondary School Literacy Test or who meet other specified eligibility criteria. Mature students who have not yet attempted the test may enrol directly in the course. Students who pass this course are considered to have met the literacy graduation requirement.

Ontario Secondary School Literacy Test (OSSLT). The standard method for assessing the literacy skills of students for the purpose of determining whether they meet the Ontario secondary school literacy graduation requirement. The OSSLT is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9.

Ontario Skills Passport (OSP). A web-based resource that provides clear descriptions of “Essential Skills” and “work habits” that are important for work, learning, and life. The Essential Skills are used in virtually all occupations and are transferable from school to work, job to job, and sector to sector. The work habits are important for everyone in the workforce. The OSP is designed to help teachers and employers assess and record the demonstration of these skills and work habits by students and job seekers.

Ontario Student Record (OSR). An ongoing record for each student who enrolls in a school operated by a school board or by the ministry. The OSR is established upon the student’s entry to school in Ontario and accompanies the student if the student moves to another school within the province.

Ontario Student Transcript (OST). An official record of the Ontario secondary school Grade 9 and 10 credit courses successfully completed by a student and of all Grade 11 and 12 credit courses completed or attempted by a student. The OST also includes confirmation of completion of other graduation requirements and requirements for specialized programs.

optional credit. A credit earned for successful completion of an optional course. Students must earn twelve optional credits in addition to the required eighteen compulsory credits to earn their Ontario Secondary School Diploma (OSSD). Students earn these credits by successfully completing courses selected from those listed as available in their school calendar.

Pan-Canadian Assessment Program (PCAP). A national large-scale assessment developed by the Council of Ministers of Education, Canada (CMEC). PCAP is administered every three years to assess the reading, mathematics, and science knowledge and skills of Grade 8 students.

pathways. Combinations of courses and learning experiences or programs leading to different postsecondary destinations. The five possible destinations are apprenticeship training, college, community living, university, and the workplace. All pathways are equally valid and are selected based on the strengths, interests, and future goals of each student.

peer assessment. Assessment of a student’s work or learning processes by classmates.

performance standards. Standards that describe student achievement of the curriculum expectations, in relation to designated criteria, at several levels or degrees of achievement. The performance standards in the Ontario curriculum are outlined in the achievement chart that appears in the elementary and secondary curriculum document for every subject or discipline. The achievement chart describes four levels of achievement for four categories of knowledge and skills. The provincial standard is level 3. (*See also* provincial standard.)

plagiarism. The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work.

portfolio. A collection of samples of student work that the student, with teacher support, carefully selects and adds to on an ongoing basis to track what the student has learned throughout the year. Both teachers and students assess the work in portfolios. Because students are asked to actively reflect on their learning in order to choose the samples that will go into the portfolio, a portfolio is an especially powerful self-assessment tool.

prior learning assessment and recognition (PLAR). A formal evaluation and credit-granting process whereby students may obtain credits for prior learning. The process involves two components: challenge and equivalency. There are two different PLAR processes: one for regular day school students and one for mature students. Each has slightly different requirements.

professional judgement. Judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

Programme for International Student Assessment (PISA). A large-scale international assessment developed by the Organisation for Economic Co-operation and Development (OECD) that reports every three years on the reading literacy, mathematical literacy, and scientific literacy of fifteen-year-old students.

Progress in International Reading Literacy Study (PIRLS). A large-scale international assessment conducted every five years by the International Association for the Evaluation of Educational Achievement to assess the reading achievement of students in Grade 4.

provincial large-scale assessments. Standardized assessments developed and administered annually by the Education Quality and Accountability Office. Assessments include reading, writing, and mathematics in the Primary Division (Grades 1–3) and Junior Division (Grades 4–6); mathematics in Grade 9; and the Ontario Secondary School Literacy Test.

provincial standard. Achievement of the expectations in a subject/course at *level 3*, as described in the achievement chart for the subject/discipline. Parents and teachers of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.

regular day school student. A student who is enrolled in a regular day school program. A student enrolled only in continuing education, e-learning, and/or distance learning is not considered a regular day school student.

reliability. The degree to which an assessment or evaluation is consistent and stable in measuring what it is intended to measure. An assessment or evaluation is considered reliable when the same results occur regardless of when or where the assessment or evaluation occurs or who does the scoring.

rich performance task. An authentic activity, exercise, problem, or challenge that requires students to show what they know and what they can do. Performance tasks lead students to demonstrate their understanding by applying knowledge and skills to real-life situations or scenarios. Performance tasks usually address all four categories of the achievement chart and multiple overall curriculum expectations and provide flexibility in how students can demonstrate their learning.

rubric. A scale that uses brief statements based on the criteria provided in the achievement chart and expressed in language meaningful to students to describe the levels of achievement of a process, product, or performance.

scaffolding. An instructional approach that involves breaking down tasks so that students can concentrate on specific, manageable objectives and gradually build understanding and skill, with the aid of modelling by the teacher and ample opportunity for practice. Scaffolding provides students with a supportive structure within which to learn.

school improvement plan. A “road map” that sets out the changes a school needs to make to improve the level of student achievement, and how and when these changes will be made.

school year. The period between September 1 and June 30. It must include a minimum of 194 school days.

secondary school literacy graduation requirement. One of the requirements students must meet in order to earn an Ontario Secondary School Diploma. The Ontario secondary school literacy graduation requirement is based on expectations for reading and writing outlined in the Ontario curriculum up to and including Grade 9. The Ontario Secondary School Literacy Test is the standard means for determining whether students meet this requirement.

special education program. As defined in the Education Act, “an educational program for an exceptional pupil that is based on and modified by the results of continuous assessment and evaluation, and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil”.

special education services. As defined in the Education Act, “facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program”.

Specialist High Skills Major (SHSM). A ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and that assists in their transition from secondary school to apprenticeship training, college, university, or the workplace. Every SHSM must include a bundle of credits, sector-recognized certifications, and/or training; experiential learning activities within the sector; “reach ahead” experiences connected with the student’s chosen postsecondary pathway; and development of Essential Skills and work habits using the Ontario Skills Passport (OSP).

standardized test. A type of test commonly used to provide valid, reliable, and unbiased information about students’ knowledge in various areas. The same questions are used and the same directions are given for each group to whom the test is administered. Specific time limits are set, and each student’s performance may be compared with that of all other students taking the same test.

strands. Broad curriculum areas within a subject or course (e.g., in Language at the elementary level and in compulsory English courses at the secondary level, there are four strands: Oral Communication; Reading [*elementary*] / Reading and Literature Studies [*secondary*]; Writing; and Media Literacy [*elementary*] / Media Studies [*secondary*]).

student-led conference. A student-parent conference that engages the student in direct communication with the parents through the use of portfolios illustrating the student’s achievement and learning. Students take the lead in walking their parents through a selection of accomplishments and demonstrations of their work. Student-led conferences bring students to the centre of classroom assessment.

student self-assessment. The process by which a student, with the ongoing support of the teacher, learns to recognize, describe, and apply success criteria related to particular learning goals and then use the information to monitor his or her own progress towards achieving the learning goals, make adjustments in learning approaches, and set individual goals for learning.

Student Success programs. Ministry-funded initiatives to provide targeted support to students in Grades 7 to 12 to ensure that every student can have a good outcome from his or her education. The key goals of the programs are to ensure that all students have the knowledge and skills required to succeed in school and beyond, to provide students with relevant learning opportunities that build on their strengths and interests, and to provide students with the supports needed for successful transitions.

Student Success strategy. An initiative of the Ministry of Education designed to give educators, parents, employers, college and university partners, students, and others the tools to create an engaging school experience for students in Grades 7 to 12. The focus is on providing: (1) more high-quality course options inside and outside the classroom, and (2) more individual support when students need extra help.

Student Success teacher. A teacher who has the responsibility to support students who are at risk of not graduating. The Student Success teacher works with the principal, guidance counsellors, and special education teachers to ensure the alignment of supports and services for these students. Boards are required to ensure that there is a Student Success teacher in each secondary school.

Student Success team. A team of teachers who have the responsibility for developing school procedures and models for the effective delivery of all Student Success initiatives. The team must include, at a minimum, a principal or designate, the Student Success teacher, a guidance counsellor, and a special education teacher.

student-teacher conference. A teacher's planned dialogue with an individual student about the student's learning. Conferences offer teachers opportunities to get to know their students' strengths and the challenges they face in relation to specific learning strands or expectations, to monitor their progress, and to plan future instruction based on identified needs and interests.

students with special education needs. Students who have been formally identified as requiring special education supports and services by an Identification, Placement, and Review Committee (IPRC), as well as students who are not identified but who have an Individual Education Plan (IEP) and are receiving special education programs and services.

success criteria. Standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart, and discussed and agreed upon in collaboration with students, that are used to determine to what degree a learning goal has been achieved. Criteria describe what success "looks like", and allow the teacher and student to gather information about the quality of student learning.

summative assessment. Evaluation that occurs at the end of important segments of student learning. It is used to summarize and communicate what students know and can do with respect to curriculum expectations.

teacher moderation. A process for ensuring that the assessment of student learning and the results of assessment and evaluation are comparable across classes and/or schools. In teacher moderation, teachers examine student work together to share beliefs and practices, enhance their understanding, compare their interpretations of student results, and confirm their judgements about a student's level of achievement. Teachers might also look at the assignment that was given and analyse its effectiveness in relation to the learning achieved by the students.

Trends in International Mathematics and Science Study (TIMSS). An international, large-scale assessment conducted by the International Association for the Evaluation of Educational Achievement at various grade levels, including Grades 4 and 8, to determine the effectiveness of the teaching and learning of mathematics and science.

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validity. The degree to which an assessment or evaluation actually measures what it claims to measure and the extent to which inferences, conclusions, and decisions made on the basis of the results are appropriate and meaningful.

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